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ABSTRACT

This report is a part of the Diagnostic Study on Educational Management in Sri Lanka, a project under the United Nations Development Program/UNESCO Regional Technical Cooperation Programme for Increasing Efficiency in Education through Improved Management and Planning. The diagnostic study consisted of five main surveys requiring an analysis of (1) structures and processes, (2) techniques and methods, (3) behavior dynamics, and (4) training needs and priority areas in educational planning and management. The study used primary and secondary data from a variety of sources: principals, teachers, pupils, parents, administrators, and community members. Each chapter of the report describes one of the five surveys, as follows: preliminary considerations for training programs; a survey of job role activities of SLES officers (nonprincipals); a survey of school principals; a role set survey of principals; and a content analysis of complaints. The findings of these surveys (which illuminate many areas in educational planning and management that require remedial action by policymakers, line managers, and management trainers) are summarized in the conclusion. (IW)

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A STUDY OF TASKS, PROBLEMS NEEDS AND ROLE PERCEPTIONS OF EDUCATION MANAGERS

EA 018 991

PLANNING AND MANAGEMENT
DEVELOPMENT DIVISION
MINISTRY OF EDUCATION
"ISURUPAYA" SRI JAYEWARDENEPURA KOTTE
BATTARAMULLA.
SRI LANKA.

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MANY VOICES
MANY NEEDS

Neil Fernando.

MINISTRY OF EDUCATION
AUGUST 1984.

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in Sri Lanka.

PREFACE

This Report is a part of the Diagnostic Study on Educational Management in Sri Lanka which is a project under the UNDP/UNESCO Regional Technical Cooperation Programme for Increasing Efficiency in Education through Improved Management and Planning. The Diagnostic Study required an analysis of structures and processes; methods and techniques; behaviour dynamics; priority areas and training needs in educational planning and management. Primary and secondary data from a veriety of sources was collected and processed for this Study. The findings of five surveys which were carried out for this Study are avaliable in this Report. The voices of several partners in the education system –Principals, Teachers, Pupils, Parents, Administrators and members of the public - and their needs in regard to the management of education are reflected in this Report.

02. Five main surveys were conducted: (a) Analysis of the Task Profile and Training Needs of Key Supervisory Grades, (b) Survey of Job Role Activities of SLES Officers (non-Principals), (c) Survey of Principals of Schools, (d) Role Set Survey of Principals and (e) Content Analysis of Complaints. The findings of these surveys further illumirate many areas in educational planning and management which require remedial action not only by management trainers but also by policy makers and line managers.

03. An effort of this nature inevitably reflects the contributions of a team of officers who assisted me in designing questionnaire schedules, conducting the surveys, compiling the statistical data and other supportive activities. particular mention should be made of Mr. D. S. Iddamalgoda, Mrs. H. S. Jayasinghe, Mr. G. B. Gunewardene and Mr. R. C. Perera who assisted in all the stages of this work. Miss. W. M. U. Fernando, Miss. M. C. S. de Silva and Miss. K. D. H. Jayasinghe assisted in conducting the Role Set Survey and tedious process of statistical tabulation. Mr. M. D. Siripala was always readily available for checking the many drafts of this Report. The typing work was ably done by Miss. M. N. C. J. Liyanage. If not for their dedication and efforts this study would not have been possible. The intellectual stimulation and encouragement provided by Mr. E. L. Wijemanne, Secretary/Ministry of Education, and Dr. Iraj Ayman and Dr. Tun Lwin of UNESCO, Bangkok is also gratefully acknowledged. It also needs to be noted that this Report does not in any way reflect the official views either of the Sri Lanka government or its Ministry of Education.

Neil Fernando.
Additional Secretary,
Ministry of Education

Colombo - 28 th August. 1984.

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CHAPTER ONE

PRELIMINARY CONSIDERATIONS FOR TRAINING PROGRAMMES

Training of staff is one of the more important components of any effective personnel management system. Performance problems and deficiencies in organisations, programmes and personnel form the basis and the rationale for training. As the performance of all organisation programmes are reflected in the achievements and deficiencies of their constituent personnel, the training of staff is a critical input in the development of any education system. Though weightage in the past has been given the training of teachers and other school staff in pedogogy and the educational sciences, a similar emphasis in the past has not been provided to the training of managerial and supervisory personnel in the fields of educational planning and management. The comparatively meagre programmes of training that are available in the latter field, also needs to be qualitatively improved when simultaneously undertaking efforts to quantitatively increase the number of personnel who are covered under such programmes.

02. The relevance and quality of training substantially rests on the assessment of training needs as well as the strategy adopted for converting such needs into the stuff that training programmes are made of. While focussing on performance problems which are of current relevance, the strategy of training should also keep in mind the emerging needs of the future. Training of any sort however, should be practical and meaningful to the trainees. Effective training programmes cannot also be conducted in isolation from the priorities and activities of those supervising the trainees in their jobs. Supervisory management personnel should be actively involved by trainers in the identification of training needs, attending training courses that are conducted for their subordinate staff, and also ensuring that trained officers are made use of. If training programmes are to have practical results, these factors need to be given adequate attention when designing the strategy for training. Trainers in an organisation like the Ministry of Education sometimes tend to view training as being wholly an educational process with substantial emphasis on cognitive knowledge. The emphasis of skills required by trainees tend to be unfortunately overlooked. As such trainers themselves need to actively work as consultants, which would enable them to design their training programmes in turn on a more realistic and a practical basis. It should also be realized that training provides no miracal cures for all the managerial ills in an organisation. As such many types of weaknesses in performance may lend to remedial action through modes of intervention other than training. Both trainers and line managers should therefore keep in mind both the capabilities as well as limitations of intervention measures through training programmes.

03 The Staff College at kalutara was able to cater to a group of only 30-35 clients at a time in that location. However, with the shift of this institution to Maharagama in March 1984, a rcpid increase in the number of personnel taken up for training has resulted. This emphasises the need for substantial quality improvements in the relevance and effectiveness of training programmes conducted at the new location. The training needs surveys conducted in the past may need to be reviewed in the light of present need when launching new programmes of training at the Staff College. This factor needs to be given special consideration as District Management Training Centres are due to be set up within the next three to four years in all districts in the country. Four such Centres have already been set up on a pilot basis in four distrtcts, and the Staff Coolege it self is expected to need the training needs of personnel in Colombo and Gampaha districts in addition to its other activies. A greater differentiation in the assessment of training need among the different categories of staff is a pressing need now.

04 **Ariyawansa — Kulasena Survey** — These two writers conducted a survey in early 1981 of training needs ("Case Study on Training Needs in Educational Administration and Management for Officers in the SLES" - July 1981). The aim of this study as it denotes, was to identify the training need of SLES Staff with a view to developing a suitable training programme for these client groups for implementation at the Staff College for Educational Administration which was located then at Kalutara. A sample of 125 officers were taken from SLES Classes 1 to 5. However the sample did not have a homogentety of task orientation as it included the following categories of staff as well - who though they were SLES officers performed different types of functions - such as staff in the Educational publications Department at different levels, Principals of Teacher Training Colleges and also principals of Senior Secondary Schools. The work functions and the task profile of RDE, CHEO, EO and CEO are significantly different from the corresponding tasks and responsibilities of the other types of officers identified above. As such a differentiation of training needs in terms of different categories of task profiles is necessary, thogh this has not been done in this study. The analysis of personnel profiles in this study has revealed that due to stagnation of six–fifteen years in Class 4 and 5 of the SLES, motivational levels are relatively low when compared to other staff in the higher grades The majority of staff surveyed also had considerable years of experience as teachers, whereas around 55% had past experience as school principals. The age structureof SLES staff is weighted heavily to over 40 years as 46% are 41–50 years and a further 46% over 50 years. Training of the latter category is recognixed as a major handicap.

05. The task profiles of personnel were analysed in this sample. The functions which have been ranked as the highest priorities in terms of official time allocation were— 1. Educational planning & research 2, Curriculum development 3. Attending official conferences 4. Educational and social functions & 5. Teacher education. Twenty training elements were also given a priority ranking by the respondents. This report also lists out operational duties of S. L. E. S. staff working in the Reginonal

Departments on the basis of an organisational reform of district administration implemented in mid 1981. However, the specific training needs which are appropreate for effectively discharging these tasks and functions has not been clearly elaborated in the study. The report concludes with a proposal for launching five training modules in the following subject/work areas.

1. Educational planning and school mapping
2. Educational development, innovation and research
3. Educational administration in Sri Lanka
4. General principles of management
5. Financial and personnel management practices.

Due to the methodological weaknesses in this study, this report only provides broad guidelines for designing grogrammes in management training.

06. **Kulasena — Jayasinghe Survey** — This survey covered the training needs in educational management for principals in Senior Secondary Schools in the country, and was conducted in early 1983. It intended to identify training of this client category on the basis of four specific themes: (1) Needs based on individual requirements (2) On Ministry expectations (3) On short falls in performance and (4) On a futuristic basis. Different technigues were used to obtain information on training needs: (a) a role/function matrix derived from responses of trainees (b) findings from a workshop on training needs (c) performance appraisal of selected principals & (d) field observations by trainers. Some weaknesses are however evident in the methods used. The role/function analysis is based on a study of only 15 personnel.

The twenty roles which are specified are also not self—excluding categories. The workshop survey of Principals was also confined only to 19 personnel. Due to these problems of sample size and methodologies, the validity and significance of the findings of this study is questionable. However, as in the carlier study, a broad indicative guideline for structuring training courses may be obtained from its findings.

07. On the basis of the role/function matrix the following training needs are highlighted; (1) Educational consultancy supervision (2) Leadership (3) Planning (4) Dynamics of communication (5) Educational Research. On the basis of a training needs survey conducted in a few schools, this study has also revealed the following deficiencies in the planning systems at school level: (a) 85% of schools hadno systomatic school development plan (b) 85% of the Principals had no clear idea of goals and objectives of the school. (c) 85% of the Principals also did not understand the process of setting objectives and developing relevant activities therefrom for planning purposes (d) 85—90% of the schools also hadno data bank or a systematic progress control system. If the findings of this study in relation to Collegiate level schools is representative, a special programme needs to be launched by line managers and supervisors of such schools in this regard. The following causative reasons have also been attributed to this unsatisfactory situation:

(a) Inadequacy of funds (b) negative behaviour (c) Indifference of Supervisors (d) Lack of innovation (e) Difficulties in time tabling (f) political inteference.

08. For purposes of training the following groups of skills wers also identified. (a) Human skills— 48% (b) Technical skills — 24% (c) Inden tification and analysis sikls - 16% (d) conceptual skills - 12%. This study has also identified training needs arising from the White Paper Proposals on Educational Reform, but these are somewhat of an impresionistic nature and too generalized. The study finally synthesises the priority ratince of training needs in the following descendig order of ranking:

Training Need	Priority Rating
Motivation, public relations, communication	1
Educational planning	2
Educational leadership	3
Educational management	4
Rules and regulations	5
Financial management	6
Educational supervision	7
Data systems	8
Progress control techniques	9
Educational evaluation	10

09. Some of the training need categories above such as educational leadership, educational management, and educational supervision are too broad and may overlap with some of the other training need categories identified. The study finally proposes 42 seperate themes in terms of which training should be organised. These themes have been classified into four broad module areas as follows:

(1) Behavioural dynamics

(2) Educational planning

(3) Educational management

(4) Concerns and challenges of educational development

Despite the limitations of this study as indicated above, methodologically it is a more sophisticated attempt when compared to the earlier Aiyawansa-Kulasena Survey. Its survey findings should provide more assistance to trainers when designing their course programme, as the survey is limited specifically to Collegiate level schools.

10. For surveys of training needs to be useful not only should they be specifically fine tuned to different task groups (in relation to personnel/rank groups), but the methodologies used should also have an adequate level of rigour. If the findingf of these studies are to be representative and valid.

In Sri Lanka the system of education in the 1050 's was mainly concerned with the expansion of access of education. In the 1960's the emphasis shifted to curriculm development and reform combined with the establishment of a national shool - grid through the takeover of denominational schools. In the 1970's new efforts at curriculm reform oriented to pre—vocational studies was launched. This was combined with preliminary efforts at planning. The challange of the 1980's appears therefore as a need to broaden the planning exercise to each organisational level on the one hand and combine it simul taneously with a massive programme in management improvement on the other In other countries of the world also, priorities have been shifting from planning to management, as plan implementation is a major bottleneck in improving the efficiency of the educational system. This new shift of emphasis is not only reflected in the programmes conducted in training institutes in other countries of the world, but is also occupying a more central place in the concerns of international agencies functoning in ihe field of education such as UNESCO etc. It is now increasingly realized in the field of education, that the operational efficieicy of a system relies mainly on effective management. In many of the conntries of the Asian Region, as is the case in Sri Lanka a majority of educational managers have had no systematic training ether the field of educational management or planning. The resulting low managerial capabilities constitnte one of the bigger threats to the education system itself. The innate conversatism of many educational systems is being unfortunately reinforced by thc top managerial group in the system who still feel that their past practices of educational admistration is still adequate and needs no change. Some even equate the uninformed mis-management pratices which they continue to adopt as the requirements of modern educational management

11. The traditional attitudes, values and behaviour patterns of a sizeable proportion of education administrators in Sri Lanka is creating substantial damage to the system. A new management culture perhaps needs to be evolved with a new generation of educational managers who should be professionally trained from their point of basic recruitments into managerial posts. Line managers should increasingly get involved in the activities and programes of training organisations functioning in the field of educational planning and management. Adequate support and encouragement should be made available by superviors to those who are trained in these fields in order that the educational system could obtain optimum benefits from their training. This is an effort where the top policy makers and managers in the education system should be intimately involved in, as they have to set an example to the other subordinate levels in the system. Failure to have a conscious programme in this regard would indeed only tend to perpetuate the glaring managerial ills of the system. Each school is still not functioning as a coherent planning implementation unit. Resources of staff etc. are mal-distributed. School have been set up where none are necessary. Others which require further development are neglected. Supervision of teachers for improving classroom practices of teaching etc have room for considerable improvement. Principals as well as line supervisors tend to emphasise administrative requirements more than educational needs. Placement and transfer of staff have yet to

be placed on a rationalized footing. Supervisory oganisations at district and ministry level still do not have an adequate flow of plan implementation data for purposes of programme control and review at these levels. Educational activities in many instances tend to be routinized and mechanized to get over the days job-without adequate attention to the fixing of higher targets which need to be constantly kept in mind when performing daily activities. The aims of different work programmes also tend to be diffused which impedes attempts at progress control.

The performance evaluation of staff at all levels reveals weaknesses which seriouly damages the personnel management system, as promotions are made on impressionistic criteria on the one hand and the worst performers in the system are not taken in hand for intensive programmes of trainning and personel development. These then are the challenges facing any improvement programme in educational management for the future. The massiveness of the problem and the tasks of reform which are involved, unlesss adequately understood and appreciated in time willno doubt plunge the whole system into still lower levels of inefficiency and disorganisation.

12. In the face of this multitude of problems and weeknesses in planning-management systems and practices in the field of education, a wide specturm approach for reform is necessary. Training in this context will constitute only one of the instrumentalities of action-reform that is necessary. Training alone cannot solve the ills of the system, and its contribution will also be washed out if supports and reinforcements by reforms on other fronts are not simultaneously effected. Within this context of the need to launch a massive training programme in planning/management, the identification of training needs becomes a necessary starting point. Unless this basic analysis which is necessary is not done effectively, it will only tend to make the consequent training programmes irrelevant and unconnected to efforts of a practical nature to secure improvement in organisations, programmes and personnel. The different surveys which have been conducted for inclusion in this report should therefore be seen as only a first step to fill a need within this context outlined above.

13. For the first time in the Ministry in early 1983, a systematic review was made of management and organisational problems at each level of the systems. The top policy makers and managers of the education system assisted by reputed educationists from outside the system, analysed and diagnosed the key problems of performance improvement. The findings of this analysis are contained in the Management Reforms Report. A wide range of proposals and recommendations to up grade planning and management within the system is contained in this report. This report proposed the setting up of new organisational patterns both at the sub-regional and the supra-school levels. Existing organisations were also to be reformed. New programmes for improving planning and management was proposed for each level of the system. These proposals in turn required changes in the role presently performed by staff at each level. A greater systematisation of the work of teachers was proposed. Internal school supervisors such as subject/grade

coordinaters were to be installed. The role and functions of the school Principal was to be oriented primarily to the task of developing education. To suport this measure a Management Group was to be set up in each school and the creation of a new level of deputy/assistant principals with specialised functions and duties was proposed. Flowing from these reform proposals at the school level, a corresponding set of reforms of an inter suportive nature was proposed at multi-school, sub-reginal, reginal and central levels. The implementation of these reforms would considerably change the tasks structure and job activities of supervisory staff at shool and all supra-school levels. As such a clear identification of these new task functions has to be carefully made in order that the training needs related to such task functions could be specifically identified. This is available in 8 Tables as follows:

1. Principals of 1ABC school (in a modified formfor Catagory 2, 3 schools)
2. Deputy Principals of 1ABC schools
3. Head Masters, Sectional Heads and Coordinators (of all schools)
4. Executive Principals of Clusters
5. EOO and CEOO
6. Chief Planning Officers/Planing Officers
7. Chief EOO
8. RDEE.

TASK FUNCTIONS AND TRAINING TO IMPLEMENT MANAGEMENT REFORMS REPORT

TABLE 1 — PRINCIPALS OF 1 ABC SCHOOL

(also to lesser extent in Category 2 & 3 Schools)

Task Functions	Needs of Training
1. Managerial Awareness and Accountability	(a) Attitudes & values of importance & use of management in School; (b) Knowledge of managerial cycle & process (c) Skill in formulating, organization strategy programs (sp. in co-ordinating & synthesis of curriculum, teaching materials, teaching competence, to serve pupil & community need).

		(d) Working skills to improve effectiveness & efficiency of performance in the school;
		(c) Skills in programming, project management & control.
2.	School Planning	(a) Awareness & skills in the organizatiotnal & participatory arramgents for plan preparation;
		(b) Skills in plan preparation, projecformulation, resource allocation, budgeting for school plan;
		(c) Knowledge & skills in plan implementation, monioring & evaluation & need for replanning.
3.	Curriculum Management	(a) Skills to identity curriculum problems & needs, & co-ordination of projects for curricula & cocurricula development;
		(b) Skills to provide leadership to meetings held for curriculum review & development;
		(c) Skills in curriculum re-design & evaluation
4.	Supervision	(a) Skills & attitudes to formulate & manage a system of school supervision with effective team building & communication network.
		(b) Skills to assist/guide teacher with teaching problems & classroom management methods.
		(c) Abilities & skills in giving demonstration teaching classes.
		(d) Counselling parents & pupils on educational problems
5.	Personnel Management	(a) Skills to develop effective relationships among working teams
		(b) skill in assessing-staffing needs and formulate & implement placement and anti-absenteeism policies.
		(c) Identify training needs & design progrms for remedial training of staff
		(d) Skills for assessment of staff & evaluation for promotions.

6. Institutional Management

(a) Skills to design organization structure to meet task needs & effective delegation & assignment of functions to all staff concerned (specially Duputy Principals, Section Heads, Co-ordinators etc.)

(b) Awareness & skill in participatory leadership and management with staff pupils & parents, & the managing of the central management Groups in the School.

(c) Skiils in managing change & reforms.

Table II - DEPUTY PRINCIPALS OF 1ABC SCHOOLS

Task Functions	(Training Needs)
1. Administration	(a) Skills in office management & school building maintenance management. (b) Skills in school discipline & grievance matters. (c) Knowledge & skills in time tabling & teacher work norms management. (d) Knowledge in attendance & relief work management. (e) Knowledge in student & school record management. (f) Skills in programming school meetings. (g) Skills in supervision of grade co-ordinator & non education staff in school a methods of evaluation.
2. Finance Management	(a) Knowledge in financial & accounting records & skills in management of finances. (b) Skills inmodilizing resources from the community. (c) Supervision of financial staff in the school.
3. Co-curricular Management	(a) Knowledg & skills in preparing a plan & projects for co.curricular Development & its Managment. (b) Supervision of co-curricular staff, & work norm management, & methods of staff evaluation.

4.	Curriculum Management	(a) Supervision Programme for Curriculum development & teacher training. (b) Skills in class-room teaching & supervision.

Table III - HEADMASTERS, SECTIONAL HEADS & CO-ORDINATORS OF ALL SCHOOLS

1.	Subject Co-ordination	(a) Skills in preparing time tables & schemes or work, (b) Supervision methods in coverage of syllabus. (c) Knowledge & skills for affective class room supervision of teachers. (d) Knowledge & skills in providing demonstration classes & for the improvement of teaching practice. (e) Knowledge & skills in curriculum preparation & redesign. (f) Skills in remedial teaching for slow learners & for multi grade teaching. (g) Skills in evaluation of teachers & pupil evaluation.
2.	Grade Co-ordination	(a) Skills in managing teachers & pupil discipline. (b) Knowledge of pupil, teacher & school records management. (c) Skills in managing teacher & pupil attendance. (d) Management of class administration problems. (e) Finance management & accounting. (f) Managing grievance problems of parents atc.

Table IV - EXECUTIVE PRINCIPALS OF CLUSTERS

1.	Planning	(a) School Mapping skills & preparetion & Zonal plan. (b) Resource replanning in cluster, (c) Knowledge & skills in school & multi school planning and implementation. (d) Planning projects for curriculum development, teacher training & evaluation.

2.	Supervision	(a) Skills in supervision techniques, change & reform methods. (b) Skills in education evaluation, pupil perpormance. (c) Skills in evaluation & ranking of schools, Principals & management Groups (d) Supervision of improvement programs of work in Cluster; (e) Skills in leadership, counselling quidance of Principals.
3.	Administration	(a) Managing meetings of Principals. (b) Skills in grievance settlement. (c) Managing school records & reporting systems. (d) Knowledge for maintaining school improvement project records & follow up.

Table V – E.OO & C. E. OO

	Task Functions	Training Needs
1.	Managerial Awareness & Accountability	(a) Attitudes & values, of importance & use of management in School & multi-school levels. (b) Knowledge skills & techniques of managerial cycle & process; organization analysis design. (c) Skill in formulating multi-school strategy programs. (d) Skills for improving effectiveness & efficiency of performance on school & multi-school leavels. (e) Skills in programming, project management & control specially at multi-school levels in educational & support service projects,
2.	Planning	(a) Skills in formulating zonal and divisional level policies & priorities. (b) Knowledge & skills for prepraing, implementing & evaluating plans & programs at divisional, zonal and school levels. (c) Formulating & managing Data, & information systems for planning & implementation process.

3.	Curriculum Development	(a) Knowledge & skills in curriculum-reorganization, design development of materials. (b) Skills in curriculum implementation techniques & evaluation methods. (c) Skills in institutional methods & techniques.
4.	Supervision	(a) Knowledge & skills in classroom teaching supervision & guiding teachers on class management methods. (b) Ability & skills in providing demonstration teaching classes & supervision of school projects. (c) Skills in assessing & evaluating programs & personnel & ranking schools & performance of Principals & school staff. (d) Assessment skills of school organization & administration, (e) Skills in leadership, counselling & guidance of Principals.
5.	Administration	(a) Knowledge & skills in office management at school & divisional levels. (b) Skills in assessing teacher & staff requirements. (c) Skills in office organization delegation & control. (d) Management of vehicles & supplies (e) Skills in teacher establishment work (f) Skills in-charge & reform implementation. (g) Personnel Management skills.

Table VI – CHIEF PLANNING OFFICERS/PLANNING OFFICERS

	Task Functions	Training Needs
1.	Management	(a) Importance of management at schools, multi-school & District levels. (b) Knowledge of managerial cycle & process. (c) Knowledge & skills in organization analysis & design. (d) Skills in project & program management & program budgeting.

2. Planning	(a) Skills in formulating plan strategies & resource allocation policies. (b) Skills in evaluating plans at school, multi-school & District levels. (c) Knowledge & skills in micro-planning, zonal planning & resource allocation & planning at district level IRD Projects. (d) Knowledge & skills in school structure analysis & rationalization. (e) Skills in program & project monitoring, control & review. (f) Knowledge & skills in program & project evaluation (cost effectiveness & cost benefit etc.) & ranking of clusters & schools.
3. Information Systems	(a) Data collection & processing skils for planning, program implenentation/ review at school, divisional & district levels. (b) Knowledge & skills for implementing school Census & EMIS program at School, Zonal, divisional & District levels. (c) Knowledge & skills in using EDF & micro computers in information analysis & planning. (d) Knowledge of establishing Date Banks & Progress Control systems (e) Skills in research methodology for analysis & interpretation of Date for policy formulation & planning.

Table VII - CHIEF E. OO

Task Functions	Training Needs
1. Management	(a) Positive appreciation & application of values of management & planning for education development work at school, divisional & district levels. (b) Knowledge, skills & techniques of managerial cycle & process; organizaton analysis & design.

	(c) Skills for improving performance at school & divisional levels by rationalized methods of implementation management.
	(d) Skills in programming, project management & control at all levels.
	(e) Managing implementation of change & reforms.
2. Planning	(a) Skills in formulating program & project formats & budgets at all levels & IRD Projects.
	(b) Skills in target setting, work scheduling & implementation planning.
	(c) Skills in teacher staffing, financial Planning.
3. Supervision	(a) Knowledge & skills for implementation management & review of curricular & co-curricula program, pupil & teacher development, school development, & projects in education.
	(b) Skills in school Supervision & classroom teaching.
	(c) Supervision & Aesessment of Support Services to Schools.
	(d) Evaluation of Principals, E.OO/C.E.OO School programs & projects.

Table VIII R. D. EE

Task Functions	Training Needs
1. Management	(a) Application of management & planning values & skills for education development at all levels.
	(b) Knowledge skills & techniques of managerial cycle & process organization analysis & design.
	(c) Skills in improving performance in management, managing change & reforms.
	(d) Skills in program & project management co-ordination & control systems.
	(e) Skills in providing management leadership.

2. Organization Management	(a) Knowledge & skills of managing organization & Program implementation.
	(b) Skills in organizing work, delegation & accountability.
	(c) Knowledge & Skills in office & field management.
	(d) Skills in organization development of schools & clusters.
3. Personnel Management	(a) Skills in personnel placement, evaluation & staff development, staffing of schools.
	(b) Skills in staff motivation, team building.
	(c) Skills in improving training needs analysis & trainee program.
4. Planning	(a) Skills in policy formulation, resource allocation, designing strategies & priorities for development.
	(b) Methods & techniques for designing programms & projects for education development.
	(c) Skills in implementing FMIS.
	(d) Evaluating education development program & projects.
5. Supervision	(a) Designing & evaluating supervision systems and programs at all levels.
	(b) Skills in ensuring improved education performance at school level.
	(c) Skills in supervising SLES staff, school Principals, teachers & evaluating their work, ranking personnel to assist in promotion/selections.

The training needs noted in the Tables above indicate the broad knowledge/skill areas within which specific problems of performance need to be further identified before the designing of specific programmes for particular client groups could be done. In the latter sections of this Report specific problems of performance are also analysed which would provide important guidelines for curriculum designers. However, when considering the broad task requirements for different positions in the educational system, the findings of three other reports in other countries are of relevance. These are recent findings of the commonwealth secretariat; institute for educational research, of Yonsei University, Korea; and the findings of the workshop on Diagnostic Studies on Educational Management by UNESCO.

14. **Commonwealth Secretariat Model**— Consequent to a workshop held by the Commonwealth Secretariat the core competences of Principal and school supervision staff in different types of schools and training colleges, and education officers working in the field and at the office have been analysed. The specific skills reruired for their tasks in relation to the basic core-competences has also been designed. The findings of this model are indicated below.

A. School Principals, Vice-Principals and Senior Teachers in Primary and Secondary Schools

Core Competencies	Specific Skills
a. Planning, Programming and Evaluation	To set relevant and measurable goals and objectives congruent with the Ministry of Education's overall goals
	To prescribe programmes to meet the specific needs of students.
	To formulate a continuous and consistent system of evaluating outcomes.
b. Supervision	To formulate and maintain an effective system of communication.
	To organise effective supervision of all personnel in relation to their role descriptions
c. Personnel Management	To develop and maintain good interpersonal relationships
	To develop effective staffing policies.
	To delegate appropriate tasks to others
	To involve staff in decisionmaking affecting the operation of schools
	To practise "progressive discipline".
	To encourage and facilitate effective staff development activities.
d. Management of Resoures	To maintain accurate inventories of resources
	To change in the effective allocation of resources
	To advocate effective maintenance and security of plant and equipment.
e. Curriculum Development	To oversee the development and implementation of curricula to meet the needs of students
	To organise the regular reviwe of curricular offerings and implement change where necessary
	To ensure the development of appropriate extra-curricular activisies.

f.	Management for Change	To develop appropriate strategies to effect desirable change To have an awareness of the effects of change on the organisation of personnel.

The workshop group rated the core competencies in the following order in regard to training priorities for school Principals, Vice-Principals and Senior Teachers in Primary and Secondary Schools:

Planning progrmming and Evaluation	1
Supervision	3
Personnel Management	2
Management of Resources	4
Curriculum development	5
Management of Change	6

B. Principals, Vice-Principals, and Heads of Department in Teachers' Colleges and Technical Colleges

	Core Competencies	Specific Skills
a.	planning, Programming and Evaluation	Goal setting Budgeting Time-Tabling Systematic organisation Co-ordination, monitoring and evaluation Date collection, inter-pretation, analysis, projection and use Report writing Oral communication Decision making
b.	Supervision	Observing Reporting Assessing teacher and student performance Counselling
c.	Personnel Management	Interviewing Performance apppraisal Job spcification Conflict resolution, staff counselling and discipline Industrial relations Motivation and incentives (Including job design)
d.	Management of Resources	Balancing the allocation of human and material resources Financial allocation and control

		Physical plant design, management utilisation and maintenance
		Office organisation and supervision
e.	Curriculum Development	Instructional design and management
		Introducing curriculum change responsive to external forces
		Curriculum evaluation
f.	Management for change	Management for institutional development Managing educational innovation
		Social community relationships

The workshop group rated the core competencies in the following order in regard to training priorities for Principals, Vice-Principals and Heads of Department in Teachers' Colleges and Technical Colleges:

Planning, Programming and Evaluation	1
Supervision	5
Personnel Management	6
Management of Resources	3
Curriculum Development	2
Management for Change	4

C. **Education Officers: Field and Office**

	Core Competencies	**Specific Skills**
a.	Planning, Programming and Evaluation	Understanding national policy objectives, including the laws, rules and regulation governing education.
		Goal setting
		Scheduling of activities
		Setting perfor mance criteria
b.	Suservision	Understanding instructional techniques and styles
		Problem solving
		Reporting
		The supervisor as change agent
		(focusing on administrative behaviour)
		Accountability-performance a appraisal
c.	Personnel Mana gement	Communication skills
		Decision-making skills
		Leadership skills
		Inter-personal relationships skills

		Motivation skills
		Staff development
		Job descriptions
d.	Management of Resources	Management of materials, equipment, space and time
		Management of finance
		Deployment and effective utilisation of human resources
e.	Curriculum Development	Curriculum theory
		Curriculum organisation-design and development of materials including modules
		Curriculum implementation and evaluation (including theory of social organisation and change)
		The methodology of instructional techniques
f,	Management for Change	Sensitivity to change - through awareness of educational developments at national, regional and international levels
		Collection, use and dissemination of information
		The school as a sub-system of a larger development whole

The workshop group rated the core competencies in the following order in regard to training priorities for education officers in the field and in the office:

Planning, Programming and Evaluation	1
Supervision	5
Personnel Management	2
Management of Resources	4
Curriculum Development	3
Management for Change	6

15. Yonsei University Model— In the conceptual framework of this model two types of variables have been considered within a functional role model. Four main functions (with elements in regard to each such function) are specified:

(a) Organiser

(b) Delegator

(c) Coordinator

(d) Evaluator.

The skills required in regard to these different roles have also been classified into three categories as follows;

(a) Cognitive skills

(b) Affective skills

(c) Motoric skills.

The combination of these two dimensions or variables would therefore result in 12 broad combination categories. The array of skills in terms of the four main roles of an educational manager in this model is as below:

1. Skills to be Organizer

   a. Cognitive Skills

      (1) to establish institutional goals (short, mid and long term) specific enough to guide the effective managment on one's school

      (2) to set up priorities for efficient implementation of institutional management goals

      (3) to keep educational programming in line with the institutional priority set forth in the school' management goals

      (4) to devise administrative procedures and mothods to carry out the educational programmes developed

      (5) to organize staff and allocate resources as needed for the effective implementation of administrative goals and procedures.

   b. Affective Skills

      (1) to maintain objective attitude in the identification and analysis of problems inherent in school administration

      (2) to have a broad and long range perspective on the pending issues and problems of school management

      (3) to take an aggressive approach in tackling the troublesome problems in school administration

      (4) to blend a realistic perception of the problematic situation together with a rational approach toward managerial issues

      (5) to persistently endeavour to solve managerial problems with a renovative attitude

   c. Motoric Skills

      (1) to develop the technical skills needed to present the overall managerial plans in flow chart form

      (2) to exercise procedural techniques for democratic group decision making in the implementation of school programs

(3) to exercise facilitating skills in activating creative ideas among the staff in order to get at the group wisdom for problem solving

(4) to develop documentation skills to present the inter-relations and fundemental aspects of the administrative problems in summary form

(5) to exercise managerial skills needed to specify the institutional goals in order to best utilize the available human and physical resources

2. Skills to be Delegator

a. Cognitive Skills

(1) to share the authority and responsibility with the subordinate staff members commensurate with their positions

(2) to harmoniously delegate the institutional tasks with the professional concerns of staff members in delegating work to them

(3) to optimize the work load of staff members taking into account their qualifications and the jobs assigned

(4) to make reasonable and fair allocations of financial resources to the staff members commensurate with the jobs assigned

(5) to assist the staff members to grasp their delegated assignments in an overall context

b. Affective Skills

(1) to get rid of personal prejudice and bias in the delegation of authority to the staff members and maintain fairness and justice

(2) to give full trust and confidence to the staff members for their work

(3) to take a firm stance, with persuasiveness, to those who resist accepting the difficult staff positions in school administration.

(4) to support the staff member who may be cofronted with insurmountable obstacles in his actual role performance

(5) to avoid unreasonable interference with the performance of jobs assigned to the staff members and to increase their latitude as much as possible

c. Motoric Skills

(1) to give sup ortive advice to the staff members to assist in their depth of comprehension of the authority and responsibility delegated to them

(2) to make insightful observations of the professional capacity concern and personality traits of staff members and take these into account in assigning jobs

(3) to provide necessary budgetary support, and to delegate full authorization for its disposal to the staff members to enable them to carry out their tasks

(4) to encourage the staff members and to officially recognize their merit and achievements

(5) to exercise efficient managerial skills in specifying staff organization and in clarifying role differentiation among the staff members

3. Skills to be Coordinator

a. Cognitive Skills

(1) to formulate a conceptual frame needed to enhance harmonious human relations through smoothing both vertical and horizontal networks

(2) to generate a receptive institutional climate to facilitate free communication of creative ideas and opinions among the faculty members as to the issue under consideration

(3) to develop coordinative expertise needed to resolve the conflicts among the staff members and to promote their cooperative efforts for carrying out difficult tasks

(4) to assist the staff members in building their professional linkages with the officials of community organizations which have relevance to school programs

(5) to develop a conceptual frame and insight into the democratic group processes needed to help promote cooperative endeavour among the staff members

b. Affective Skills

(1) to maintain a mediator's role to help promote mutual supplementarity among the staff members in their work

(2) to exercise an advisory service to the staff members to aid in their recognition of the value of opinion differences among them and to aid in the development of group-wisdom to overcome the difficulties in school management

(3) to maintain an egalitarianistic attitude in the coordination of conflicting work among the staff members

(4) to adopt a guardianistic attitude for accepting and supporting mutual agreement among the staff members in the resolution of their conflicting work

(5) to utilize a brokering attitude for mediating vested interest and promoting mutual trust and confidence among the staff members

c. Motoric Skills

(1) to play the role "balance wheel" for promoting open-mindedness in discussion of opinion differences and conflicts among staff members

(2) to provide opportunities for preventing and remedying the emotional damages which might occur in the processes of conflict resolution among the staff members in coordinating their work

(3) to mediate the conflicting demands of staff members for their work, sensitizing them to focus on original objectives and significance of the work itself when they becom over-attached emotionally to the trivial disputes

(4) to be a resource person to be called upon instead of dictating to the members in their resolution of conflicts among themselves

(5) to provide workshop opportunities to the staff members for exchanging their ideas to minimize the the possible consequeuces of individual work without cooperative measures

4. Skills to be Evaluator

a. Cognitive Skills

(1) to build professional competency in order to set up criteria and procedures for the assessment of work delegated to staff members

(2) to develop analytical skills to individualize the criteria and procedures of work assessment in terms of the individual's capacity and the peculiarity of his work.

(3) to give descriptive feedback of the evaluative analysis of the staff members' work both on an individual and group basis

(4) to make periodical assessment of school management and summarize the overall outcomes

(5) to develop the strategies to best utilize the major findings of the overall assessment of school management for further improvement

b. Affective Skills

(1) to make self-evaluation with an introspective attitude in assessing the adequacy of staff organization, delegation of power, coordination of staff members' work and evalution of all the administrative work

(2) to assess the effectiveness and efficiency of th staffs' task performance taking into account the constraints placed upon them

(3) to make systematic and cumulative recording of the processes and outcomes of school management

(4) to keep an objective attitude and maintain consistency in evaluation of managerial problems

(5) to apply the principle of cost-benefit analysis in assessing the effectiveness or staff organization, delegation of power, coordination of work and overall evaluation of school management

c. Motoric Skills

(1) to provide resourceful guidance to the staff members in the selection and construction of instruments available for evaluation of their work and task performance

(2) to improve the publicity of up-date information about the school administration together with evaluative data in summary form

(3) to encourage and assist the staff members to best utilize both institutional and individual self-analysis data for furtherance of their work officiency

(4) to select carefully those staff members who have done excellent work in their delegated tasks and to give public citation of their merit

(5) to have personal counseling sessions with the staff members who have made mistakes and misbehaved in their work and to specify the causes and reasons for it with suggestions for possible improvement in future work.

16. **UNESCO Bangkok Model-** the findings of this study was based on the Regional workshop on Diagnostic Studies in Educational Management held by UNESCO in Bangkok. On the basis of the discussions held, several specific training needs were identified : (a) improving national training capabilities (b) training of key managers (c) enhancement of leadership qualities (d) programme and projects management (e) management of change (f) professional growth (g) building effective teams and (h) management techniques and tools. For purposes of training at a multicountry or sub-regional level an illustrative design indicating the content of training required was also elaborated, which provides some important insights for training of higher level managerial categories of personnel also at the national level. Two groups of study units (core-studies and special studies) were designed as follows :

(a). **Core Studies-** including training content on the management cycle, management of change, communication, team building and leadership.

(b). **Special Studies-** which includes training units on development and management of information systems, financial management, professional growth and presonnel management, training systems and methodologies.

17. The contents of the training units are indicated below :

Core studies in educational management :

Unit 1 : Management cycle

An educational manager is responsible for the planning and implementation of various programmes and projects in priority areas such as Universal primary education and literacy. This responsibility requires an understanding of various problems and possible solutions in the task of project development and management Topics proposed under this unit include :

1. Identification of needs-rationale. Justification, Verification, sources of data collection and analysis
2. Formulation of objectives
3. Action planning :
   (a) Allocation of responsibility ;
   (b) Allocation of resource ;
   (c) Time scheduling - specifying milestone by using techniques such as PERT, CPM and others ; and
   (d) Implementation strategies, tactics and steps.
4. Monitoring
5. Evaluation
6. Use of feedback information and redefinition of problems leading to decision to continue, revise or terminate the project,

Unit 2 : Management of change

Educational management requires an understanding of the relationship between the educational system and the socio-political, economic and cultural systems in order to develop a perspective on national development goals and the role of education. The educational manager should be aware of the processes of change in the educational environment and of factors influencing these changes. Topics proposed under this unit include :

1. Changing patterns of educational systems ;
2. Understanding and analysis of factors affecting educational changes ;
3. Various forecasting techniques ;
4. Process and techniques of planning ;
5. Institutional development ; and
6. Management of research, develpment and diffusion.

Unit 3 : Communication

An educational manager communicates daily with large numbers of persons, some of whom are specialists. He should acquire a firm grasp of communication techniques and processes in order to be effective. What others communicate

to him, either formally or informally, should also be clearly understood in order to focus on programme implementation. Topics proposed under this unit include :

1. Clarification of meaning and rationale ;
2. Communication as a two-way process :
   (a) inter-organizational
   (b) interpersonal
3. Co-ordination : vertical and horizontal ;
   (a) intra-departmental and intra-agency
   (b) inter-departmental and inter-agency
   (c) with external organizations and individuals
4. Transmitting and receiving evaluative information;
5. Diagnosis of communication problems; and
6. Oral and written communication techniques.

Unit 4 : Team building and leadership

An educational manager has to play a leadership role. He has to tackle problems of morale, motivation and conflicts, and be able to create an atmosphere of trust and confidence. Topics proposed under this unit are :

1. Principles for formation of effective teams;
2. Clarification of organization ideology/objective;
3. Improvement in participation, morale and cohesiveness;
4. Linkages with other teams;
5. Conflict management and techniques of consensus decision making;
6. Interaction analysis;
7. Assessment of performance effectiveness;
8. Leader as change agent ; and
9. Motivation and self-awareness.

Special studies in educational management

Unit 5 : Development and management of information systems

An educational manager should at all times have access to complete and upto-date information, in order to make decisions and communicate in an effective manner. The way in which information should be gathered, processed, stored, updated and retrieved, so as to provide maximum access, is a special subject in educational management. Topics proposed under this unit include :

1. Cocepts of data/information;
2. Determination of information needs;
3. Documentation systems; CDS/ISIS (Unesco) ERIC;
4. File design
5. Data collection methods;

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1. Concepts of data/information;
2. Determination of information needs;
3. Documentation systems; CDS/ISIS (Unesco) ERIC;
4. File design
5. Data collection methods;

6. Data verification
7. Data entry techniques;
8. Data Processing techniques;
9. Data retrieval techniques;
10. Utilization of data;
11. System feed back and data up-dating;
12. File transmission ; and
13. Appropriate technology. Use of microfiche-readers and microcomputer applications. Models of manual(filing)systems

Unit : 6 Financial Management

An educational manager should be familiar with the principles and methods for estimating, planning, acquiring, scheduling, distributing and accounting for financial and material resources required in education, Basic techniques in cost-benefit analysis, in order to eveluate the efficiency and effectiveness in resource planning and management, are also indispensable elements under the special studies. Topics proposed are:

1. Budget and accounts;
2. Programme costing and budgeting;
3. Presentation of budget proposal/justification;
4. Mobilization of community resources and services; and
5. Evaluation of cost-benefits and cost-effectiveness.

Uuit 7 : Professional growth

An educational manager should be aware of the importance of encouraging the professional growth of teachers. supervisors and educators within the education system. There is a need to professionalize management and supervision at all levels and to foster the development of professional associationr.

Topics proposed under this unit include;

1. Recruitment;
2. Placement and transfer;
3. Pre-service and in service training;
4. Promotion;
5. Salary and compensation plans and
6. Alternative models of career development and professional growth.

Unit 8 : Training systems and methodologies

An educational manager, especially one who is involved in training, should have an understanding of training methodologies, as well as the development and use of different kinds of training materials. Topics proposed under this unit include:

1. Training methods and alternative applications;
2. Training materials and their uses;
3. Method of developing training materials;
4. Evaluation of training materials and methods; and
5. Organization of training programmes.

CHAPTER TWO

SURVEY OF JOB—ROLE ACTIVITIES OF SLES OFFICERS (NON — PRINCIPALS)

01. With a view to indenitifying the training needs of SLES staff (exclusive of the principal's cadre), a survey was conducted during the quarter of 1983 through a mail questionnaire. The questionnaire highlighted the following aspects of their job–role activities: (a) Personnel profile, (b) The duties/functions porformed with priorities and time devoted, (c) Priority problems encountered, (d) Pattern of managerial action and delegation, (e) Interaction with other persons and orgern:zatians with problems encountered, (f) Specific aspects of training required.

02. Within the 5 class structure of the SLES, non–principals occupy 379 posts in the general cadre. Of this statistical universe a sampale of 142 officers was selected (37.4%) of this sample number, replies were recived from 60 officers (42.2%). Details at Table 1.

Table 1

SLES Class	Total General Cader (Non–princi als)	No. in Sample Selected	No. of Respondents
Class 1	9	RDE – 24	Class 1 – 1
2	22		2 – 6
3	34	CHEO – 15	3 – 7
4	40	EO – 43	4 – 15
5	274	CEO – 60	5 – 31
Total	379	142	60

In selecting this number the following characteristics may also need to be noted: (a) a high proportion of staff in class 1 & 2/RDE were selected (around 75%) (b) the sample in respect of Class 3 SLES officers or CHEO was around 45% (c) a near total coverage of class 4 officers or EO was anticipated (some of the EO to whom questionnaires were sent were however only acting in their posts, whereas their substantive positions are in class 5) (d) around 20% of class 5 staff or CEO were selected.

03. When the responsee received are compared with total population, the following characteristics emerge: (a) the responses amount to 15.8% of the total population, (b) this proportion varies from 38.3% for class 1 & 2 officers,

37.5% for class 4 officers, 20.5% for class 3 officers, & 11.3% for class 5 staff. (c) the proportionate response in the higher classes are therefore generally of a greater magnitude than those in the lowest class in the SLES. Detailed data is at Table 2.

Table 2

SLES Class	Total Population	No. Responded in Sample	%
Class 1	9	1	11.1
2	22	6	27.2
3	34	7	20.5
4	40	15	37.5
5	274	31	11.3
	379	60	15.8

04. The tabulation of information in terms of the 4 levels of designation would also be important. Though many officers hold substantive positions in lower level posts though acting in one rank position above, as they are discharging the duties and functions of such higher positions concerned, their responses in terms of such functions and duties performed are also useful and revealing. In terms of this framework of analysis, the situation is at Table 3.

Table 3

Sample Selected	No. Responded	% Respondents in Sample
RDE 24	10	41.6
CHEO 15	4	26.6
EO 43	15	34.8
CEO 60	31	51.6
142	60	42.2

05. When the responses received are analysed in terms of their district wise distribution, a higher degree of unevenness is revealed among CHEO responses (mainly due to the limited number of total responses received from this type of officers). On the other hand it is noted that no responses at all were received from the following 6 districts: Kalutara, Badulla, Monaragala, Anuradhapura, and Vavuniya. The district wise distribution of responses is at Table 4.

Table 4

DISTRICT WISE DISTRIBUTION OF RESPONSES RECEIVED

District	RDE	CHEO	EO	CEO	Total
Colombo				4	4
Kalutara					—
Galle			1	4	5
Matara			1	4	5
Thangalle	1		1		2
Ratnapura	1				1
Badulla					—
Moneragala					—
Ampara	1		1	1	3
Batticoloa					—
Kegalle	1		2	2	5
Kandy			1	2	3
Matale		1	1	2	4
Polonnaruwa	1		1	3	5
Trincomalee	1	1		1	3
Chilaw			1	2	3
Gampaha			1	1	2
Kurunegala	1	1	1	4	7
Anuradhapura					—
Vavuniya					—
Mannar	1		1	1	3
Mullativu	1		1		2
Jaffna		1	1		2
Nuwara Eliya	1				1
	10	4	15	31	60

06. As noted earlier the respondents in terms of SLES classes were: Class 1 - 1, Class 2 - 6, Class 3 - 7, and Class 4 - 15 Class 5 - 31. This number in terms of post presently held by them were as follows: RDE - 10, CHEO - 4, EO - 15, and CEO - 31. The disparity between these two sets of data are accounted by three officers in Class 3 of the SLES acting in posts of RDE. When respondents are analysed by their years of service in their present Class the situtation which emerges is as below:

Table 5

Class of officer	No. of years of service in present Class				
	Below 5 yrs.	5—10	11—5	Above 15 yrs.	Total
Class I & II	5	1	—	—	6
Class III	4	4	—	—	8
Class IV	4	10	—	1	15
Class V	3	13	13	—	29
Total	16	28	13	1	58

Representation % in each category	27.5	48	22.4	1.7

Nearly 50% of respondents have served 5 - 10 years in their present class. This may perhaps indicate that the majority of officers have adequate on the job experience. However. 22% of respondents have 11 - 15 years of service, and this entire number are in class 5 of the service. This reflects a relatively higher degree of stagnation of staff tn this class of the service, when compared to other Classes. The training of Class 5 officers needs to take this factor into account.

07. Respondents were asked at what level they entered the SLES. Their responses are classified at Table 6.

Table 6

Present Class	Level of Entry					
	Class I	Class II	Class III	Class IV	Class V	No. Respones
Class I officers	—	1	—	—	—	—
Class II officers	—	1	1	3	1	—
Class III officers	—	—	—	4	3	—
Class IV officers	—	—	—	6	9	—
Class V officers	—	—	—	—	29	2
Total	—	2	1	13	42	2
% of officers at each level	—	3.3	1.6	21.6	70.0	3.3

The majority or 70 of respondents have joined at the career grade. However, 21.6% have directly entered at class 4 of the service. This points to a situation where a sizeble proportion of respondents have no experience in the field as Circuit Education Officers.

It is important that the training of EOO takes this factor into account·

08. Date was collected from repondents as to their experience as school principals Table 7. Experience in different positions within the Education Ministry is also indicated at Table 8.

Table 7

Class of officer	Experience as School Principal					
	Below 5 yrs	5-10 yrs	11-15 yrs	Over 15	No Response	Total
Class i & ii	2	—	1	3	1	7
Class iii	—	2	2	—	3	7
Class iv	2	8	3	2	1	16
Class v	8	14	3	—	5	30
Total	12	24	9	5	10	60
% distribution by level of experience	20	40	15.0	8.3	15.7	100

Table 8

Position	Length of Experience: Below 5 yrs	5-10 yrs	11-15 yrs	Over 15	Total	% in each position
Teacher	6	22	19	13	60	100
Principal	12	23	10	5	50	83.3
C. E. O. (field)	9	25	8	1	43	71.6
C. E. O. (office)	7	—	—	—	7	11.6
C. E. O. (Ministry)	1	—	—	—	1	1.6
Others	5	13	—	2	20	33.3

The following factors could be identified in Tables 7 & 8: (a) 50 out of the 60 respondents (83%) have functioned as Principals (b) 40% of respondents have 5 - 10 years of experience as Principals and 15% had 11 - 15 years (C) of the 17% of respondents who have no experience as school Principals the greater proportion are in Class III and class V of the SLES in that order of magnitude (c) all respondents have served as teachers with 22 having 5 - 10 years service and 32 with over 11 years (e) 71% of respondents have served in the field as CEOO of which 25 respondents have 5 - 10 years service.

09. A classification of respondents in the sampale by age is at Table 9.

Table 9

AGE SPAN

Class of Officer	less than 30	30-39 yrs	40-49 yrs	50-55 yrs	Over 55	No response	Total
Class I	—	—	—	1	—	—	1
Class II	—	—	2	—	4	—	6
Class III	—	—	3	2	2	—	7
Class IV	—	—	3	7	5	—	15
Class V	—	1	20	8	2	—	31
Total	—	1	28	18	13	—	60
% in age group	—	1.7	46.6	30	21.7	—	100

Several significant features are revealed: (a) 22% of respondents (mainly in Classes IV & V) have already passed their optional age of retirement (b) 30% of respondents are between 50-55 years and the majority or 47% between 40-49 years of age. This indicates a heavy weightage of officers who are in the older age group, which has a significant bearing on the nature of training that could be given to them. It is important to note that of the 31 respondents in Class V which is the initial career grade in the SLES, as many as 30 persons are above 40 years of age. This characteristic also has a dominant influence on the

behavioural and attitudenal profile of those in the service, which training programmes need to specifically consider. When respondents are analysed in terms of their sex, it is revealed that only 2 of the 60 respondents are females. These two respondents are serving in Class II & Class IV of the service.

10. When respondents are analysed in terms of academic qualifications (Table 10) and professional qualifications (Table 11) the following data streams are visible:

Table 10

Class of officer	S.S.C./G.C.E.	BA BSC	Master's Degree	PHD	Any other	No Response	Total
Class I	—	1	—	—	—		1
Class II	—	3	3	—	—		6
Class III		5	1	—	—	1	7
Class IV	3	11	1	—	—		15
Class V	5	22	3	—	—	1	31
Total	8	42	8	—	—	2	60
Representation % of each academic level	13.3	7.0	13.3	—	—	3.4	100

Table 11

Class of Officer	Teacher's Certificate	Primary Trained	Secondary Trained	Dip.in Education	Special
Class I	—	—	—	1	—
Class II	—	1	—	6	1
Class III	—	—	1	5	—
Class IV	—	1	6	9	—
Class V	10	10	8	22	4
Total	10	12	15	43	5
Representation % of each academic level	16.6	20	25	71.6	8.3

The following features characterise the academic and professional profile of responsdents: (a) 70% of respondents have basic First Degree and a furrher 13% have Post Graduate qualfications. (b) It is noted that the proportion of Class II officers having a Masters Degree is higher than in other Classes of the

service. (c) 13% of respondents do not possess a basic First Degree and they are confined to Classes iv & v of the service. This means that training programmes may have to be specifically designed for this group. (d) In regard to professional qualifications not a single respondents has such qualifications in the field of educational management or educational planning. (e) Despite this weakness it is noted that nearly 72% of respondents possess their Post Graduate Diploma in Education. Within this category all 7 officers in the Classes I & II of the SLES have obtained their Diploma in Education. (f) The basic weightage in orientation towards pedogogy and the educational sciences is evident in the professional profile of respondents.

11. Data in regard to the training received by respondents in foreign countries (Table 12) and locally (Table 13) is given below.

Table 12

Class of officer	IIEP/Paris	NIEPA/ India	U. K.	United States	Other Countries	Total
Class 1	—	—	1	—	—	1
Class 11	—	—	1	—	—	1
Class 111	—	2	—	—	—	2
Class 1V	—	—	—	—	1	1
Class V	—	—	—	1	2	3
Total	—	2	2	1	3	8
Representative % of trained personnel at each country	—	3.3	3.3	1.6	5	13.3

Table 13

Class of officer	Staff College	SLIDA	Ministry of Planning/ Plan Imple.	University of Sri Lanka
Class 1	1	1	1	—
Class 11	3	2	1	—
Class 111	5	4	1	—
Class 1V	15	1	5	—
Class V	23	4	4	6
Total	47	12	12	6
Representative % of trained personnel at each institute	78.3	20	20	10

The following features are evident : (a) 13% of respondents have received some training abroad - mainly in the U. K. and india. However this is a rather small proportion. (b) In terms of local training 78% of respondents have received some training at the Staff College for Educational Administration, 20% at the Sri Lanka Institute of Development Administration. This indicates that the Staff College has been unable to provide any training to as much as 22% of respondents. This requires a considerable expansion of the programmes conducted by this institution.

12. Respondents were also asked about the difficulties they face in improving their professional competencies. Their responses in terms of different posts held are at Table 14 below:

Table 14

The difficulties that the SLES officers face in improving their professional competencies according to posts.

	Problems	No. of those who stated the problem	Percentage
	(a) Difficulty in getting approval of leave to follow courses abroad	1	10
RDE (n = 10)	(b) No initial training when entering RDE level	1	10
	(c) Training in the field of Education Law is very essential	2	20
	(d) No section in the Ministry to give RDE, advice in legal matters and interpretation of Education Law	3	30
	(e) Financial training is very essential	2	20
	(f) Training in developed countries is essential because no proper training is available locally	1	10
	(g) Lack of reading facilities	3	30
	(h) Work load is extremely heavy	1	10
	(i) Lack of travelling facilities and coordination	2	20
	(j) Non availability of up to date situation reports & circulars	1	10
	(k) Inspired leadership is lacking	1	10
			35

Ch.E.O. and E.O. (N=19)	(a)	Work load is very heavy	2	10
	(b)	No training in innovations	2	10
	(c)	Non availability of upto date circulars and information	3	15
	(d)	Inspired leadership is lacking	1	5
C.E.O. (n=31	(a)	Lack of reading facilities	4	13.3
	(b)	A training in Ed. Law is essential	4	13.3
	(c)	No proper guidance from the top	3	9
	(d)	Lack of facilities in remote districts	4	13.3
	(e)	Frustration due to injustice, transfers promotions etc	6	19.3

In regard to the RDEE some of the main areas of difficulty in improving professional competence are in regard to: (a) lack of reading facilities and access to advise on legal matters· (b) traning in educational Law and in financial matters. To some extent respondents appear to have mis-understood the clear intention of the question as some of their responses refer to specific areas of competency which they want to improve (such as financial training etc). However the responses help to illuminate certain specific impediments such as lack of reading facilities (specially in remote districts); frustration arising from transfers and promotions etc; inadequacy of proper guidance from supervisory staff and even the non-availability of up to date circulars and other information. These factors have specially been stressed by CHEO, CFO & EO.

13. The remaining sections of the questionnaire were focussed on different aspects of work and work problems faced by them as well as the nature of interaction they have with different personnel and the agencies in the environment. In this regard respondents were asked a introductory question to list the duties and functions attended to by them. Their responses in terms of percentage frequency with respect to the different categories of positions in the SLES are noted in Table 15. The responses of RDE revealed the following patterns. All RDE have noted that the following functions are discharged by them: supervision of school building; interviewing teachers; writing of reports and grievance handling. Most RDE also attend to these other functions; (a) educational planning, (b) in-service training, (c) supervision of schools, (d) landacquisition work, (a) attending DDC meetings, (f) official correspondence and office administration (g) attending official conferences, (h) interviewing Parliamentarians/parents/public, (i) attending educational seminars, (j) disciplinaryinquiries, (k) Staff meetings, (l) interviews for promotions and recruitments, and (m) supervising staff.

Table 15

Duties/functions attended by SLES officers according to relevant posts

Functions	Percentages of each position who have responded.				
	D. E. n=10	Ch. E.O. n=4	E.O. n=15	C.E.O. n=31	Total % of Officers responded
Educational planning	90	25	93	65	73
Curriculum development	50	—	27	55	43
Teacher education	40	—	47	38	38
In-service training of teachers	70	50	47	68	62
In-service training of Principals/, C. E. OO	80	50	60	61	63
Administrative supervision of schools	90	100	80	87	87
Arrangements for public examinations	70	50	33	55	52
Supervision of public examinations	60	25	53	71	62
Procurement and distribution of school supplies	50	25	47	77	62
Land acquisition work	80	25	27	77	62
Supervision of school buildings programme	100	25	13	32	38
Organising annual competitions	50	25	47	84	65
Attending school functions	50	25	53	84	67
Attending S. D S. meetings	50	25	33	71	55
Attending D. D. C. meetings	80	25	20	42	42
Liason with other Ministries/ Depts.	60	25	47	45	47
Attending to official correspondance	90	75	93	84	87
Office administration	90	100	27	58	58
Meeting supervisors on official business	60	25	33	42	42
Attending official conferences	90	50	73	87	82
Interviewing teachers	100	100	60	68	73
Interviewing parents/ public	80	50	53	65	63
Discussions with Parliamentarians	80	25	13	68	53

Attending educational seminars/ training courses	80	50	80	87	82
Teachers establishment work	60	100	20	52	48
Office establishment work	60	100	30	32	38
Writing of reports	100	50	73	84	82
Admission of pupils to schools	30	50	27	55	43
Disciplinary inquiries	80	50	53	81	60
Student discipline	20	25	20	42	28
Approval of school time tables	30	25	33	90	56
Supervision and evaluation of teachers	70	50	100	90	82
Evaluation of pupil performance	40	50	47	74	51
Financial management	70	25	71	45	38
School inspections	90	75	20	94	90
Staff meeting - office/ C.E. OO	90	75	73	81	80
Staff welfare work and staff development	50	25	71	38	32
Principals/Headmasters meetings	80	50	73	97	85
Interviews for recruitment/ promotions of teachers and other staff	90	75	20	16	33
Measurement of work of office staff	80	100	13	19	33
Organisation of work in office	70	75	13	42	42
Communication system	60	50	17	35	33
Grievance handling	100	50	27	65	60
Conducting supervisory inspections in your staff	90	50	20	26	37

14. The corresponding patterns of duties attended by all CHEOO are in respect of administrative supervision of schools, office administration, interviewing teachers, discharging teacher establishment work and office establishment work, and measurement of office staff work. With respect to EOO all have highlighted the work functions of supervision and evaluation of teachers. Many have also noted work duties in educational planning, administrative supervision of schools, official correspondence, attending educational seminars. Most CEOO have noted the following functions as being discharged by them: organising annual competitions. attending school functions, official correspondence, official conferences, attending educational seminars, writing reports, conducting disciplinary inquiries, approval of school time tables, supervision and evaluation of teachers, school inspections and staff meetings. The common areas of work which are attended to on a higher frequency of occurence by all respondents irrespective of SLES positions were in the following work areas: administrative supervision of work, attending to official correspondence, attending official conferences and

educational seminars, writing reports, supervision and evaluation of teachers, financial management, school inspections, and attending meetings of Head Masters/Principals. Trainers need to take into account these common work areas having a high frequency of attention, for imporoving their implementation performance. On the other hand there are some work areas where the attention provided by all grades of respondents is comparatively low, in regard to which remedial action needs, to be taken both by the line management agency at all levels as well as through training schemes. These are as indicating deficiency are as follows: educational planning, curriculum development and teacher education, liason with other ministries and departments, staff welfare activities adoption of work measurement methods, and the organisation of office work and communication systems as well as conducting supervisory inspections of their own staff.

15. In respect of the duties and functions reflected in Table 15, respondents were asked to note in priority order of importance, the ranking they would assign the 44 functions/duties noted in the schedule. Contrary to the response in regard to educational planning in Table 15, this function has been given the highest ranking by the respondents, (22 of 58 respondents) in the order of importance attached by them. It would therefore appear that though the discharge of this function indicates variation among the different in the SLES the general priority according to this function is very high by the majority of respondents, Other duties which obtained a high priority ranking in order of importance are also indicated in Table 17. In particular the following should be noted: (a) administrative supervision of schools (b) school inspections: (c) supervision and evaluation of teaching and (d) curriculum development. The functions which have a second rank priority among respondents are the follwing; (a) teacher education, (b) office administration (c) supervision and evaluation of teaching and (d) school Inspections. The functions which have a third priority ranking are the following: (a) administ rative supervision of schools (b) attending to offical correspondence and (c) teacher's establishment work.

Table 16

Rank Order

Duties/Functions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1. Educational planning	2	1	—	—	1	—	1	—	—	4	—	3	—	—	—	—	—	—	—	—	—	1	—	—	—
2. Curriculum development	3	3	—	1	—	1	—	1	—	1	1	1	1	—	—	—	1	—	1	1	—	—	—	—	—
3. Teacher education	1	4	2	—	2	—	2	3	1	—	1	2	—	—	—	—	1	—	—	—	—	—	1	—	—
4. In-service training of teachers	—	2	1	3	2	5	2	—	1	1	2	—	1	2	—	1	—	1	—	1	—	—	—	1	—
5. In-service training of Principals/E.O.	4	1	1	1	3	3	3	1	2	1	1	1	1	**2**	1	1	—	—	—	—	1	—	—	—	—
6. Administrative supervision of schools	5	3	8	2	3	2	2	2	1	1	—	3	1	—	3	1	—	2	—	—	—	—	—	—	—
7. Arrangements for public examinations	—	3	2	2	—	2	—	1	—	—	1	—	2	4	—	3	1	—	—	3	1	—	—	—	—
8. Supervision of public examinations	—	2	—	1	1	1	1	1	—	2	3	1	1	—	1	1	1	2	1	—	—	2	—	—	—
9. Procurement & distrbution of school supplies	—	1	1	4	—	1	1	1	1	1	4	2	1	—	1	2	2	—	2	2	2	2	—	—	—
10. Land acquisition work	1	1	1	1	—	1	1	—	1	1	4	2	—	—	—	2	1	—	1	2	2	**2**	1	—	—
11. Supervision of school buildings programme	1	1	1	—	1	—	—	—	1	—	—	—	—	—	1	—	1	1	2	1	2	—	—	1	—
12. Organising annual competitions	—	—	4	2	—	—	2	5	1	—	1	3	2	2	1	1	—	—	—	1	1	2	—	1	—
13. Attending school function	—	—	—	2	2	2	—	—	—	1	—	2	2	2	—	2	2	4	2	—	1	2	4	—	**2**

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Table 17

The duties/functions relevant to SLES officers in rank order of importance

1. Educational planning
2. Supervision and evaluation of teaching
3. Administrative supervision of schools
4. Procurement and distribution of school supplies
5. Staff meeting office/CEO
6. Inservice training of teachers
7. School inspections
8. Organising annual competitions
9. Attending educational seminars/training courses
10. Attending official conferences
11. Land acquisition work
12. Principals/Headmaster's meetings
13. Office administration
14. Arrangement of public examinations
15. Disciplinery inquiries
16. Admission of pupils to schools
17. Meeting supervisors on official business
18. Writing of reports
19. Supervision of school buildings programme
20. Interviewing teachers
21. Staff welfare work and staff development
22. Grievence handling
23. Disciplinery inquiries

16. If the rank order of importance (Ist, 2nd and 3rd priorities) of the 58 responses are aggregated and analysed from the point of view of distribution of responses in terms of perceived priority areas of work, a high degree frequency is indicated in these responses as evident from the classification below:

Frequency of Responses	Functional Areas
over 20	Educational planning
10 - 20	Administrative supervision of schools.
	Supervision and evaluation of teaching.
5 - 10	Curriculum development
	Teacher education.
	Arrangement of public examinations.
	attending to official correspondence
	Office administration.

	Teacher establishment work.
	School inspection.
below 5	35 other functions as in Table 16.

Trainers should examine these 9 main functional areas which are perceived to be important by respondents, as to the specific performance problems within each such area, as this would constitute an important component for the training courses of the SLES client group. In this regard there may be a need for a specific survey of training problems and needs to be conducted, in order that the design of such course component for training could be more specifically problem oriented and relevant to participants. Respondents were also asked to indicate the time devoted in number of hours in respect of each function on a monthly basis. However only a few respondents have noted replies to this question and as such no firm conclusions could be deduced on this basis On the other hand the inability of the respondents to fill in this information perhaps may also indicate the lack of time planning of these officers in regard to their own work. This indeed reflects a major managerial weakness on the part of SLES staff.

17. In regard to the work areas concerned, respondents were given an open ended question as to the specific problems encountered in regard to the discharge of the work functions concerned. The detail classification of data in this regard is at Table 18. It may be observed that on the average, the respondents have ticked out only about two work functions in respect of which they have noted their problems in discharging such duties. This accounts for the low frequency occurances of such problems concerned, in Table 18. The percentages indicated in this Table should also therefore take this limitation into consideration when interpretations are made on this data. It needs to be emphasised that the problems noted in Table 18 are those identified by the respondents themselves. The analysis of such problems for facility of use by trainers have also been indicated seperately for different work functions. It is perhaps evident that an individual respondent may not normally identify any work problem as due to his own lack of competance or actions/inactions The tendancy to "externalize" problems as those of others or other institutions perhaps will provide greater degree of self-satisfaction and psychological security from the view point of the individual staff member. This factor should also be therefore kept in mind when interpreting these data.

18. It is also evident that training of staff alone cannot eliminate or minimize some of the problems enumerated by the respondents in case these statements are correct and valid. Line management at all levels should take this inventory of problems into account for effecting changes that are necessary in organisational design, allocatian of functions and responsibilities to organisations and individuals providing a greater specificity of programmes/projects work and their responsibilities, and ensuring that some of the critical managerial functions such as supervision and evaluation of staff are effectively and efficiently carried out. A greater degree of coordination and dialogue among management trainers with the line managers at each level therefore appears to be an imperative necessity. Also if trainers are to function as management developers, their role as consultants to line managers in order to eliminate or minimise the problems highlighted in Table 18, is a priority consideration.

The training required by trainers themselves in order to function as effective consultants is therefore reflected from the analysis of Table 18. Some important outcomes of Table 18 in regard to problems encountered by SLES officers deserves some attention. In educational planning it is noted that a high frequency response indicates that the capabilities of the office staff are not up to standard. This is rather ironical as it should not be the office staff who prepare plans.

Table 18

Problems encountered by SLES officers when discharging their duties

Duty/function	Problem	Frequency	Percentage
1. Educational planning	(a) The unawareness of Principals in planning & management work & lack of training	3	5
	(b) Educational data supplied by some heads of schools are incomplete & unsatisfactory & their interest in planning & management is less	3	5
	(c) The officers incharge of survey work are sometimes not relieved of the educational activities	1	1.6
	(d) The RDE not having power in allocating money among schools	1	1.6
	(e) The capabilities of the office staff not up to standard	9	11.6
	(f) Lack of clarity in the instructions issued by the Dept.	4	6.6
	(g) Lack of coordination	3	5
	(h) Lack of resources	3	5
	(i) Heavy correspondance work	3	5
2. Curriclum Development	(a) Lack of competent staff	7	11.6

3	**Teacher Education**	(a)	Lack of interest by teachers because they are not paid adequately (also less travelling and subsistance)	2	3.3
4.	**Inservice Training**	(a)	Lack of time	1	1.6
5.	**Supervision of Schools**	(a)	About 50% of the heads of schools are unsuitable	2	3.3
		(b)	Poor transport facilities	5	8.3
		(c)	Delay in solving school problems at the education offices	1	1.6
6.	**School Supplies**	(a)	The goods supplied aren't up to standard	1	1.6
7.	**School Buildings Programme**	(a)	Lack of technical knowledge for supervision		3.3
8.	**Attending School Functions**	(a)	Have to forego the weekend holiday for school activities	1	1.6
9.	**S. D. S. Meetings**	(a)	Absence of teachers at S. D. S. meetings	1	1.6
10.	**Official Correspondances**	(a)	Overburdened with work	1	1.6
11.	**Office Administration**	(a)	Inadequacy of office accommodation	1	1.6
12.	**Interviewing Teachers/ Parents**	(a)	Sometimes they tend to be burden some by bringing unnecessary matters	3	5
		(b)	The uneducatedness of the parents	1	1.6
13.	**Attending Seminars & Training Courses**	(a)	Lack of a training centre close to the Regional Office	1	1.6
		(b)	Seminars are not informed in time and selection is done without a proper method	1	1.6

14.	**Teacher Establishment Work**	(a) No proper filling system	2	3.3
		(b) Lack of co-ordination among officers	1	1.6
		(c) Dis-satisfaction of teachers and they are hesitant to any change in their stations	1	1.6
15.	**Disciplinary Inquiries**	(a) Sometimes creates displeasure among teachers	1	1.6
		(b) The delay in decision making by the Head of the Dept.	1	1.6
16.	**Supervision & Evaluation of Teachers**	(a) Lack of school staff	1	1.6
		(b) Travelling allowance insufficient	1	1.6
		(c) Evaluation cannot be done properly because the knowledge of subject matter of most teachers are low	1	1.6
17.	**Evaluation of pupil Performance**	(a) No systematic evaluation system at school level and district	1	1.6
18.	**Financial Management**	(a) Absence of qualified accountants	1	1.6
19.	**School Inspections**	(a) Poor transport facilities	2	3.3
		(b) Absence of specialised CEOOS	1	1.6
20.	**Principals' Meetings**	(a) Meeting cannot be held for longer durations because principals have to travel from distant places	2	3.3
21.	**Interviews for Recruitment/Promotions**	(a) Recruitment and promotions should be done by a common exam	1	1.6
22.	**Communication**	(a) Communication at office level is very low	2	3.3

This paradox may perhaps imply that planning is considered an office function - when it is not. If the problem is perceived in these terms by respondents, planning may perhaps be considered as a paper exercise (which negates its very aim). This view is further emphasised as heavy correspondence work is also noted as one of the problems by respondents. Trainers should take note of problems in educational planning identified such as lack of understanding by Principals, inadequate interest by managers, incomplete data etc. Line managers need to further identify problems in regard to personnel work loads, powers of resource allocation, clarity of instruction and inadequacy of coordination. In the field of curriculum development the lack of competent staff has been identified as a main problem. The Ministry need to take appropriate action to train education staff in this field. The problem noted in teacher education of lack of interest by teachers due to a "hygeine factor" need to be corrected by policy makers. The Dayaratne Committee Report also submitted some recommendations in regard. The problem of lack of time noted for in-service training needs to be further explored as the responses in this regard have not been too specific.

19. Problems in the supervision of schools seem to be mainly attributed to poor transport facilities. Line managers should therefore ensure that whatever transport facilities and funds are available are utilized in an optimum manner. Providing additional facilities (even if required) may not be an adequate answer to this prob'em, unless managerial action is taken initially to secure all improvements in the utilisation of existing facilities. The responses also reveal that about 50% of the Heads of schools are unsatisfactory in the supervision of their schools. Though different views may prevail on the exact percentage of such Principals, it is clear that this is a major area for future attention both by trainers as well as line managers. The management Reforms Report clearly indicated specific work areas to be discharged by Principals of schools with respect to curriculum management, inspection of classroom teaching, teacher training, special activities for pupil development etc in the main educational programmes of each school. If Principals of schools are not presently equipped to adequately perform these functions and take on a role of a development educator and change agent, the proposals of the management Reforms Report will not be adequately implemented. In many aspects, this task may constitute the most important single reform measure at the school level which would require the combined efforts for facilitation and implementation both of line management supervisors as management trainers in the future.

20. With respect to school supplies a programme for quality improvement appears to be a pressing need. The problem of having to forego the weekend holiday for school activities mainly refers to school functions and festivities. With respect to school Department Societies the absence of teachers is indeed a serious problem. The SDS is a forum of communication and coordination among school managers, teachers, parents and other community development personnel who are members of this agency. The teachers should in more than one way take leadership in the activities of this Society if they have to be adquately client oriented. The service function which is the essence of their job will be seriously erroded if they do not

attend these meetings at all. On the other hand if teachers perceive their duty hours as being confined to classroom periods from 7.30 a.m. to 1.30 p.m. and therefore do not attend SDS meetings which are normally held after 1.30 p.m. then the working hours of all teachers should be reviewed by the Ministry as a major component of their job responsibility cannot clearly be performed within the normal traditional school hours. Two main problems have been identified in regard to interviews of teachers and parents; specially teachers sometimes bring unnecessary matters, and sometimes parents are uneducated. In some ways these should not be considered as problems as such. It is the duty of supervisory staff to handle the problems of these working with them. If "unnecessary" matters are brough up, the subordinate staff concerned may either be feeling that the superxisors could solve their problems or even if this in not possible they could ventilate their grievances. Supervisors therefore function as safety value In case of the other factor noted, if parents themselves are rather uneducated, then educationists by providing interviews and explaining matters to them will be performing an educational function which is integral to their roles. These responses indicate that broader attitude of mind that should prevail among educationists in the SLES. The attention of policy administrator is also necessary to ensure that seminars and training courses are made known to participants well in time and that selections are done on a proper basis. With respect to teacher establisments and disciplinary inquiries line managers should take special note of the problems that have been surfaced. Similarly, several problems in regard to supervision and evaluation of teachers; evaluation of pupil performance and school inspections have been made Thus remedial action shoud be jointly pursued both by liue supervisors and management trainers. With regard to interviews, recruitment and promotions one respondent has proposed that promotions should be done by a comon exam. This may perhaps reflect some dis-satisfaction with the interview method for selection. Also, the problem of distance to be travelled for attending meetings of principals etc should be remedied by reimbursement of travelling expenses.

21. With a view to ascertaining the degree of delegation of authority as well as the nature of decision making, several questions have been asked from the respondents. The classification of responses received is at Table 19.

Table 19

The manner of discharging of work functions in relation to other staff

	Percentage Agreed
(a) Authority has been delegated to take decisions in certain matters without consulting me but to informs me of such decisions. ...	45
(b) Authority has been deliegated to take decisions on certain matters without consulting me or informing me.	15
(c) Take decisions after consulting me ...	40

(d) To submit papers to me for a decision with recommendations. 45

(e) To submit papers to me for a decision without recommendation. 8

(f) To discuss problems periodically with me. ... 55

(g) To discuss problems periodically at a meeting of a group 55

A clear picture does not emerge from the above responses as the six types of questions and responses thereto are not self-excluding ones. As such some contradiction is evident in the responses made. Table 19 (a) (b) mainly refer to the extent of authority delegated. These two responses considered together may perhaps indicate a high degree of delegation of authority as 45% of respondents have noted that authority has been delegated by them to take decisions in certain matters without consulting them but to keep them informed accordingly. On the other (c) of Table 19 indicates that with 40% of respondents decisions are taken after consulting them. Similarly, if Table 19 (d) & (e) are considered together, it would appear that subordinates are encouraged to submit papers to them for a decisions with recommendations that are proposed. If responses at Table 19 (f) & (g) are considered together, an equal weightage appears to be given for discussion of problems individually with the respondents as well as by group meetings.

22. A few specific questions were asked on the manner of discharging managerial functions. Responses received is at Table 20.

Table 20

Manner of discharging managerial functions

	Percentage Agreed n = 60
(a) In planning activites all parties concerned are consulted.	68
(b) The relevant parties are asked to submit their programmes.	46
(c) I prepare the programme and inform others	10
(d) Planning is done jointly and discussed and decisions are taken jointly.	73
(e) Functions are organized by the other officers on the basis of instructions issued by me. ...	31
(f) Officers implementing consult me whenever necessary	43
(g) I approve plans before implementing	38
(h) They implement and inform me of the result.	11

The responses received indicate a higher weightage on joint forms of planning and decison making. However, this feature should be increased over present levels due to the collaborative features which are inherent in educational planning. This is evident when evaluating the response at (d) in the background of the responses at (a) & (b) in Table 20.

23. In order to assess the nature of interaction which SLES officers have with other persons and organisation together with an assessment of the order of importance of such contacts, a specific question was included in the schedule, responses to which are at Table 21. The detail breakup of responses in terms of rank positions in the SLES is not available, but the general pattern of responses in regard to all respondents indicate the following descending order of priority of importance of such contacts:

1. Principals/Head masters.
2. Teachers,
3. Students
4. Education Ministry
5. Parents
6. Politicians
7. Cultural/Social organisations
8. Religious organisation
9. Trade unions
10. A.G.A.
11. Other Ministries/Departments
12. Secretary DDC/GA
13. D.D.C.
14. Contractors
15. District Minister.

Table 21

Persons/organisations that an SLES officer comes into contact are prioratized accoading to importance.

	Rank Order														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Politicians	4	—	—	2	3	7	1	1	—	3	—	3	—	1	—
Trade Unions	1	—	1	1	3	1	1	4	3	—	2	1	1	2	2
Parents	3	5	6	8	10	—	2	—	1	—	1	—	—	—	—
Principals/Head Masters	10	11	4	4	1	1	1	—	—	—	—	—	—	—	—
Teachers	5	16	11	4	4	2	—	—	—	—	—	—	—	—	—
Students	6	4	8	5	2	7	1	1	1	—	—	—	—	—	—
Education Ministry	8	5	5	10	3	5	1	—	—	—	—	—	—	—	—
Other Ministries/Depts.	4	1	1	—	3	2	2	2	2	1	6	—	—	—	1

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Secretary DDC/GA	1	1	—	1	—	—	3	2	—	1	4	2	6	1	2
District Minister	4	1	1	—	2	2	2	2	2	2	4	—	1	—	1
D.D.C.	1	1	—	1	—	—	2	2	1	2	4	2	6	—	1
A.G.A.	—	—	2	—	1	—	1	3	1	4	2	3	—	—	—
Contractors	—	—	2	1	1	—	—	1	—	—	—	2	1	4	7
Religious organisations	1	—	1	—	—	3	4	6	2	5	3	2	2	—	—
Cultural/social Organisations	1	—	3	—	—	1	5	—	6	1	3	2	2	3	—

24. With respect to five persons or organisations accorded the highest priority, respondents were asked to list the problems encountered in their dealings which them. The analysis of their responses is at Table 22. The problems encountered with politicians reflect their intervention on work areas and issues which technically are not within their domain. For instance their role in transfers, or in teacher adjustment should be only to make representations on grievances rather than moddle with routine administrative functions that are performed for which their interventions may be counter productive. Similerly, upgrading of schools involves several considerations of educational planning and management where electoral considerations may not be all that important. Selection of buildings and distribution of supplies can hardly be considered matters within the administrative functions of an M.P. The debureaucratization of work and functions within educational administration by external individual and agencies is clearly affecting the work of SLES staff rather adversely. In regard to interaction with parants eight types of problems have been enumerated. Some of these problems are legitimately within the concerns of perents. Parents also constitute one of the most important client groups for educational administrators, and need to be considered within this context by SLES staff concerned. Rspondents however refer to several weeknesses and deficiencies on the pert of perents. In other sections where some other Surveys are included in this Report, a different perception of SLES staff on the other hand seems to prevail with parents. A greater degree of understanding between these two groups and a mutual agreement on common problems and issues is therefore vital for any process in improving educational management.

Table 22

Problems Encountered

(A) Politicians

1. Transfers; selection of buildings; distributing of supplies; and upgrading schools.
2. They are more concerned about their votes.
3. To convince them the role they should play in developing education in their electorate.
4. Interferance in teacher adjustment.

(B) Parents

1. Lack of interest.

2. Unreasonable requests for admissions; complaints against teachers and Principals; and disciplinary problems.
3. Every parent wants the best facility for his child.
4. The future of the students and needs of educational activities are not clearly understood by them.
5. They come in groups and waste time.
6. Petitions, appeals for admissions.
7. Problems in participation in SDS work.
8. Teacher transfers.

(C) Principals/Head Masters

1. Correspondence is always late.
2. Apathy and cynicism in some.
3. Lack of co-operation.
4. Some do not send reports in time or do not send at all.
5. Most of them are unqualified and are at different levels of knowledge and experience.
6. Poor knowleege of current affairs in education.
7. Difficult to convince of scarcity in resources.
8. Lack of competent staff and shortage of teachers.
9. Inability to satisfy the requirements of teachers.

(D) Teachers

1. Do not check up children's progress.
2. Lack of opportunities in consulting teachers and insufficient time to Counsel them.
3. It is difficult to change the attitudes of older teachers.
4. Frustration due to unreasonable transfers and poor salary scales.
5. Poor teaching methods and no proper way of evaluation.
6. No proper training and guidence.
7. Difficulty in motivating teachers.
8. Some are not devoted to their service.
9. All the teachers are not dealt alike by the top officers.
10. Knowledge of planning and management is not upto standard.
11. So many education plans are implemented during a short period.

(E) Trade Unions

1. Unable to satisfy their requirements.
2. Disciplinary activities and favours for members.
3. Sometimes unnecessary interference in adminitration work.

25. Table 22 sections (C) & (D) refer to some of the main problems encountered by SLES staff in regard to Principals and teachers. Many of the problems encountered cannot be remedied purely through courses of training in educational planning or management. Many of the weaknesses identified need to

be systematically corrected by more effective methods of line management and supervision, as well as better systems of office management, improvements in personnel management and compensation policies, improvements in resource allocation and utilization, substantial followup and evaluation of curriculum implementation and teaching methods etc. Considering the variety as well as broad range of problems and issues which have been surfaced, a mutually reinforcing programme of a similar wide spectrum nature is essential if any headway is to be made in minimizing or eliminating the problems and issues noted in Table 22,

26. Respondents were finaly asked as to the specific areas of knowledge and skills required by them in order to perform the functions of their jobs as well as the problems encountered by them. They were also asked to note their responses in order of importance. It is of course realized that training needs cannot purely be deduced from training wants as manager may "want" some type of training which they may perhaps not need. On the other hand there may be several training needs which the client himself cannot identify as the "patient" cannot be his own doctor. However, if these limitation are kept in mind the perception of the staff themselves as to the type of training they "want", would provide some useful indicators to skilled rainers in identifying problems / subject areas for inclusion in their training programmes, The analysis of data received from respondents in this regard is at Table 23. The highest priority has been given to educational planning and management. However, this is not a very specific need as it could be argued that planneng and management could cover most of the aspects of training which may be required in their work, as it is a too broad term. Training in financial management and educational administration are two important areas specified by the participants. Organisational development is another area of work which has been noted down as a training need.

27. The following areas on the other hand have been noted as being low priority in regard to trainig needs:

(a) Establishment code training
(b) Decision making
(c) Creation of job motivation
(d) Evaluation of pupils
(e) Leadership training
(f) Management techniques

28. The assessment of priority order ot importance of the higher ranked subject/work areas could be done in several ways. If the ranking is ordered on the basis of the subject/work area noted for the 1st, 2nd.....10th priovity, the following ranking order will emerge:

1. Educational planning and management
2. Educational administration
3. Supervision and evaluation techniques
4. Communication systems

5. Curriculum guidence
6. Teacher education
7. Financial management
8. Public relationships
9. Recognition of abilities to create job motivation
10. Office managment and supervision.

Table 23

The training needs which the SLES officers think are important and relevent to their duties are prioratised in order of importance.

Training Needs	Priorities									
	1	2	3	4	5	6	7	8	9	10
Educational planning & management	9	4	1	—	—	—	1	2	—	1
Educational administration	1	10	2	2	1	—	—	2	—	—
Public relationships	1	3	2	—	1	1	1	5	1	—
School supervision	1	2	2	1	1	2	—	1	—	2
Communication systems	1	1	3	5	1	—	—	—	1	1
Establishment code	—	—	—	—	—	1	1	—	—	—
Curriculum guidence	—	1	3	2	4	—	1	—	1	—
Financial management	2	2	1	1	—	1	3	1	4	—
Teacher education	—	—	2	2	—	4	2	—	4	1
Recognition of activities to create job motivation	—	—	1	3	1	2	1	—	4	—
Office management & supervision of staff	—	1	2	—	2	1	1	1	—	3
Land acquisition work	—	—	—	1	—	—	1	—	—	1
Evaluation of pupils	—	2	2	—	2	2	—	1	1	2
Knowledge of correct leadership and proper authority	1	—	1	—	—	—	2	—	—	1
Management techniques	1	2	2	1	1	1	1	1	—	1
Supervision & evaluation techniques	—	3	5	—	1	2	—	2	1	—
Organisational development	—	4	2	—	2	1	1	—	—	1
Decision making	—	—	—	—	1	—	—	—	1	2
Management training & development	1	1	1	1	—	1	1	—	1	1
New training methods	—	2	2	—	1	2	—	1	—	—

29. On the other hand if the aggregate priority of ranking from 1st to 5th priority is considered the decending order of priority which then emerges is as follows :

1. Educational administration
2. Educational planning and management
3. Communication systems
4. Curriculum guidance

5. Supervision and evaluation techniques
6. Public relationships
7. Financial management
8. office management and supervision
9. Job motivation
10. Teacher education.

However, the first five work areas are included in both systems of ranking (though with different rank order) and could therefore be considered as the principal training wants.

CHAPTER THREE

SURVEY OF PRINCIPALS OF SCHOOLS

A special survey questionnaire was designed to obtain responses from Principals of schools. Category 1, 2 & 3 schools were considered for this purpose. The survey was intended to elicit a range of information with regard to the following ; (a) personnel profile of principals (b) the main activities performed by them indicating priorities, problems etc (c) persons/organisations of interaction (d) a statement of their training needs and (e) statement of expectations of others in regard to the school.

02. A stratified randem sample of Sinhala schools was carried out to design the target group for this survey. The factors that were taken into consideration for stratification were as follows : (a) a special weightage was given to schools in the four pilot districts in order that the survey findings would be more useful to the District Management Centres which were to be established in those districts, (b) a purposive sample within each strata also considered the total availability of schools within a school category in each district concerned, & equitable balance among girl's and boy's schools as well as distribution on a grade span basis, (c) the distribution of schools on a urban/rural basis was also considered, (d) as the survey was mainly intended to identify the training needs of the Sinhala medium schools, only such medium achools even in Tamil school districts were selected. Details of the all island sample are indicated in Table 1.

Table 1

Sample of Sinhala Medium Schools

Category of School	No. of Schools in the Island	Sample Taken	Percentage
1A	64	30	49.5%
1B	248	77	31.0%
1C	1214	104	8.5%
2	3031	209	6.9%
3	2318	180	7.9%
	6875	600	8.9%

03. Of the 600 schools within the sample, 246 schools were selected from the four pilot districts on the basis indicated in Table 2.

Table 2

Grades 1ABC & 2,3 Schools in the 4 pilot Districts

District	1A	1B	1C	2	3	Total
1. Matara	05	16	12	25	24	82
2. Trincomalee	—	04	05	06	06	21
3. Chilaw	01	09	12	15	14	51
4. Kegalle	04	11	17	29	31	92
Total	10	40	46	75	75	246

In respect of all four districts, in terms of the statistical universe of Sinhala medium schools the proportion of selection in all four districts grade wise is as follows: (a) 1 A schools 10 in sample of a total of 11 schools (b) 40 schools out of 46 of category 1 B (c) 46 out of 184 of 1 C schools (d) 75 out of 547 category 2 schools (e) 75 out of 446 of category 3 schools.

04. Apart from the 4 pilot districts there are 5641 Sinhala medium schools in the other districts of the island. Of this number a total of 354 schools was selected for inclusion in the sample. Table 3 below indicates the basis of selection of schools made for the survey from the 20 other districts of the island.

Table 3

Selected Grades 1 A B C & 2, 3 Schools in the Island

District	1A	1B	1C	2	3	Total
1. Colombo	01	05	03	9	8	26
2. Gampaha	01	04	03	10	08	26
3. Kalutara	01	02	01	04	06	14
4. Kandy	02	01	03	12	07	25
5. Matale	01	01	02	07	03	14
6. Nuwara Eliya	01	02	02	04	03	12
7. Galle	02	02	04	08	07	23
8. Tangalle	01	02	02	05	04	14
9. Jaffna	—	01	—	—	01	02
10. Mannar	—	—	—	01	—	01
11. Vavuniya	—	01	02	02	01	06
12. Mullative	—	—	—	—	01	01
13. Batticoloa	—	—	01	04	01	06
14. Amparai	01	02	04	07	04	18
15. Kurunegala	04	06	06	21	14	51
16. Monaragala	01	01	04	05	05	16
17. Anuradhapura	01	01	06	10	11	29
18. Polonnaruwa	01	02	03	05	05	16
19. Bandarawela	01	02	07	13	09	32
20. Ratnapura	01	02	05	07	07	22
Total	20	37	58	134	105	354

The statistical universe from which this sample of 354 schools were selected were as follows: 1A schools–53; 1B schools-202; 1C schools–1030; category 2 schools-2484; category 3 schools–1872. There are a total of 5641 Sinhala medium schools which comprise this universe.

05. **Table 4**

Respondents in terms of statistical universe

Level of School	No. of Schools in the island	No. responded	Percentage
1A	64	28	43.7%
1B	248	44	17.9%
1C	1214	91	7.5%
2	3031	77	2.5%
3	2318	91	3.9%
Others	—	23	0.4%
Total	6875	352	5.1%

Table 5

Respondents in terms of Statistical Universe

Level of school	Sample taken into consideration	Responded Sample	Percentage
1A	30	28	9.33%
1B	77	44	57.1%
1C	104	91	87.5%
2	209	77	36.8%
3	180	91	50.4%
Others	—	23	3.8
Total	600	352	58.6%

Table 4 indicates the number of responses received in terms of the total statistical universe (i. e. the total number of Sinhala medium schools in the island). The percentage of the number responded is 5.1% of this universe, Which is a statistically valid proportion. Table 5 indicates respondents in terms of the stratified random sample that was designed for this survey. The percentage of replies received is 58 6 of the sample population, which is a significant proportion. In terms of numbers it may also be noted that the frequency of replies received have been in the following descending order of magnitude: category 3 and 1C schools, category 2 schools, 1B schools, and 1A schools. In terms of responses received in terms of the total statistical universe the proportion of percentage representation of different categories of schools are in the following descending order of percentage–1A schools, 1B schools, 1C schools, category 3 schools and category 2 schools respectively.

However, these proportions are different when respondents are considered in terms of the statistical sample taken for the survey. In this respect the following proportions in descending order of percentage are evident: 1C schools, 1B schools, category 3 schools, category 2 schools and 1A schools in that order.

06. **Personnel Profiles** – The first part of the survey questionnaire mainly refers to the personnel profiles of the respondents. Table 6 indicates the composition of respondent Principals in terms of the sample. As many as 70 Principals have not sent a response to this question which is a rather high proportion. This may be due to many reasons, one of which is that they are not in the SLES, Principals service or even holding special grade appointments. As this category constitutes nearly 20% or 1/5 th of the schools, this reflects a rather serious anomaly in posting of staff. It is also observed that Grade 4 and Grade 5 personnel of the Principals service constitute two of the larger personnel categories in the respondents sample. On the other hand SLES Class 3 and SLES Class 4 personnel constitutes the lowest proportion. Also nearly 59% of the sample consisted of personnel in the Grade 3, 4, and 5 of the Principals service.

Table 6

Composition of Respondent Principals of Sample

Principals	No. of respondents in Sample	% of the Sample
SLES Class III	2	0.56
SLES Class IV	10	2.84
SLES Class V	60	17 04
Grade 3	63	17.89
Grade 4	78	22.15
Grade 5	67	19.03
Special Grade	2	0.56
Others (no response)	(70)	19.88
Total	352	100%

07. Table 7 indicates the classification of respondents in terms of their permanency. It is evident that nearly 20% are holidng the position of principal only on an acting or performing basis.

Table 7

Classification of Respondents by their permanency

Position	Number of responses	% of the sample
Permanent	282	80.1%
Acting	27	7.6%
Performing	43	12.2%
Total	352	

08. Table 8 provides a classification of respondents by the level of their schools.

Table 8

Classification of Respondents by level of their schools

Officers	1A	1B	1C	2	3	No response	Total
Class 111	1	1	—	—	—	—	2
Class 1V	6	2	2	—	—	1	10
Class V	12	21	26	—	—	1	60
Grade 3	4	7	13	23	11	5	63
Grade 4	1	1	13	31	28	4	78
Grade 5	—	2	14	13	33	5	67
Special Grade	1	—	1	—	—	—	2
Others	3	9	22	10	19	7	78
Total	28	44	91	77	91	23	352
Percentage in each category	7.9%	12.5%	25.8%	21.8%	25.8%	6.5%	100%

The data at Table 8 indicates a rather serious mismatch between the grade of the officer when compared with level of school. As many as 28 respondents who are not holding SLES posts are occupying post as principals in 72 iA/B schools. This means that around 39% of IAB schools have inappropriate staffing in the post of principal. This is a serious anomaly which needs to be corrected by the policy makers and line managers, as this level of schools should be manned by SLES grade principals. It is also noted that three respondents who do not have substantive posts in the SLES/principals service/ special grade are among those who are principals of IA schools. This number increases to 9 persons if IB schools are considered. Also it is preferable if IC schools are staffed by SLES principals. However, 63 respondents out of 91 or around 70% are not SLES officers. It is also noted that 22 respondents out of 91 over 25% do not have permanent posts in the SLES/principals service/ special grade though they function as principals of IC schools. Unless these imbalances are rectified systematically, it will create a serious problem even for designing training courses for heads of category IC schools in the country. A similar problem is evident in category 2&3 schools where 29 respondents out of 168 or around 16% are neither in the principals service or holding special grade posts.

09. In terms of male/female classfication out of 352 respondents, 305 were males (86. 4%) and 47 (12%) were females. of the females only 8 respondents were officers of the SLES whereas the comparative figure for males was 64 persons. Table 9 provides analysis of respondents in terms of three age slabs.

Table 9

Classification of Respondents by Age

Principals	Age Span 30-39 yrs.	40–49 yrs.	Over 50 yrs.	No response	Total
Class 111	—	1	1	—	2
Class 1V	—	2	8	—	10
Class V	3	40	17	—	60
Grade 3	6	35	22	—	63
Grade 4	2	36	40	—	78
Grade 5	2	26	39	—	67
Special Grade	—	2	—	—	2
Others (Ac/Tms)	16	35	19	—	70
Total	29	177	156	—	352
% in each Age group	8.23%	50.28%	44.31%	—	100%

The age profile in Table 9 indicates that 44.3% are over 50 years of age where as over 50% are in the age slab 40–49 years. Table 10 provides a classification of respondents by the length of their teaching experience. It is observed that nearly 30% of respondents have over 20 years of teaching experience. This means that they have commenced functioning as Principals only after they were 40 years of age. Managerial training for this category of personnel will need to take this factor into account. Rigorous induction training on promotion as Principals for these personnel would therefore be necessary.

Table 10

Classification of Respondents by Teaching Experience

Principals	Length of Teaching Experience Below 20 yrs.	20–25 yrs.	Over 25 yrs.	No response
Class 111	2	—	—	—
Class 1V	8	1	1	—
Class V	46	10	4	—
Grade 3	42	16	5	—
Grade 4	51	18	8	—
Grade 5	49	17	1	—
Special Grade	2	—	—	—
Others	31	17	6	16
Tatal	231	79	25	16
% in each category	65.6%	22.4%	7.1%	4.5%

10. Respondents have also provided information in regard to the different types of positions specified in the questionnaire sent to them. This analysis is reflected in Table 11 The data in this table provides an interesting cross section of the type of experience Principals had b fore they assume th ir present responsibility. Nearly all (or 98.7%) have functioned as assistant teachers, which means that they have the essential background to understand the main teaching tasks implemented within the school. How ver, when other positions of supervision within the school are considered, generally less than half of the principals have any background experience in discharging such supervisory functions internal to the school. about 51% have previous experience as Grade coordinators, 32% as Sectional Heads, 41% as Asst. Principals and 31% as Deputy Principals. This indicates th t the different levels of supervisory functions are not clearly and adequately identified within the internal structure of the school system.

The functions of a Grade Coordinator do not usually include curriculum or subject coordination, as the main focus of work in these positions is on coordination of class teachers in regard to administration; discipline and collections. Also, only a part of the work of Sectional Heads may be oriented towards direct educational development. As such at the level of Grade Coordinator/Sectional Head, the experience obtained by respondents in regard to educational functions such as curriculum development, teacher training & development,development of instructional materials as well as organising and implementing special remedial programmes for pupil development may have a lesser emphasis. This in turn means that the majority of Principals do not have background supervisory experience in directly affiliated educational activities as the greater part of their experience is more on administration allied work. Depending on the size and the category level of the school, it is therefore essential that school personnel selected for the post of principal be evaluated in the future in respect or experience and performance in specifically educational activities or in positions as subject coordinators. This would ensure that personnel having educational leadership and not merely a background in school administration are appointed as Principals. It is also observed that only 41% of respondents have functioned as Asst Principals and even a lesser percentage (31%) as Deputy Principals. It would be useful for personnal occupying the post of Principal to have an adequate length of experience in these two types of positions when selection to post of principal are considered. Failure to do so may result in inexperienced personnel with little knowledge of school supervision at higher level being given such appointments. To rectify such anomalies training programmes alone will not be of much use unless personnel managment and selection procedures are modified appropriately,

Table 11

Principals	Classification of Respondents by the Posts held						
	Asst. Teacher	Grade Coordintor	Sectional. Head	Asst. Principal	Deputy Principal	CEO	E.O.
Class III	2	1	—	1	2	1	1
Class IV	11	8	8	8	4	1	1
Class V	60	42	39	28	25	—	1
Grade 3	62	29	13	25	16	—	—
Grade 4	76	32	13	25	12	—	—
Grade 5	66	33	16	25	20	—	—
Special Grade	2	1	2	2	1	—	—
Others	70	33	20	28	30	—	—
Total	348	179	111	143	110	2	3
	98.7%	50.9%	31.5%	40.6%	31.3%	.56%	0.85%

11. Responses of principals in respect of their present professional and academic qualifications is at Table 12. The data indicates that the greater majority of respondents only had S. S. C. qualifications and were trained teachers. Only 14% of respondents were graduates and of this proportion around 9% had post graduate Diplomas in Education. Those with S. S. C. qualifications are mainly in the grade 3 to 5 of the Principals service whereas the majority of graduates and post graduate diploma holders were Principals in the SLES. This clearly indicates that the educational background of these two categories of Principals are rather different from each other. The level of training as well as its contents may therefore need to be specifically designed to take this variation into account. It is also observed that the majority of respondents having a Degree have followed courses in Arts and Humanities. As such they have little or no academic background in the management sciences.

Table 12

Classification of Respondents by their present Academic and Professional Qualifications

Principals	Trained	SSC	GCE (O/L)	GCE (A/L)	Degree	Dip. Ed.	GAQ	Teacher's Certificate	No Response
Class 111	1	—	—	—	2	1	—	1	—
Class 1V	—	—	—	—	10	10	—	1	—
Class V	29	7	9	5	36	28	2	2	—
Grade 3	50	25	10	5	20	10	1	1	—
Grade 4	75	44	11	6	3	—	1	2	6
Grade 5	67	44	11	3	2	—	—	—	5
Special Grade	1	1	—	—	1	1	—	—	—
Others	47	17	16	6	21	10	2	—	4
Total	270	138	57	25	95	60	5	6	15
	40.2%	20.5%	8.4%	3.7%	14.2%	8.9%	0.7%	0.8%	2.2%

12. Respondents were also asked to indicate whether they have received any training in School Management. In terms of the responses received only 15% have been trained at the Staff College and another 15% at their RDE offices. Of the respondents 1.9% have obtained training in foreign institutions and a further 6.2% in other local training institutions. It is rather significant to know that 28% of respondents indicated that they have had no training at all. Further more no response has been received from 44.8% of respondents in regard to this question. The coverage of training provided to Principals is therefore clearly deficient as the statistics in Table 13 would indicate. Unless a coherent and comprehensive programme is organised to undertake training of all Principals without delay, there is no opportunity for significant improvement to take place tn the field of school management.

Table 13

Classification of Principals in the Sample by Training

	No. of Response	Representative % in each Category
by the Kalutara Staff College	53	15%
by the Regional Office	55	15.6%
by the E. O. S.	13	3.6%
by the Local Training Institute	22	6.2%
by the Foreign Training institute	7	1.9%
No training	99	28%
No response	158	44.8%

13. **Aims & Objectives** Respondents were asked as to what the aims expected from their school were and what was the agency/person which specify such aims. Fifteen objectives have been noted by differents respondents (though some have not responded to this question whereas some others have noted more than one objective in their response). Table 14 summarises the responses received. If the objectives of school are analysed it could fall iuto 8 categories as follows: (a) aquiring knowledge & new technologies (1 & 13) ,(b) a means for higher education & examination success (2 & 10), (c) Promoting physical education & co-curricula activities (3 & 4), (d) developing citizens with discipline & leadership & meeting social needs (5, 7, 8, & 14), (e) promoting greater capability of student activities (6), (f) developing the school (9).

(g) expanding access to education & for dropouts (11 & 15), (h) implementing goverment education policy (12). when these objectives are analysed according to their importance, the following descending order of priority could be identified:

(a) Making better citizens

(b) Promoting knowledge

(c) Providing a means for higher education

(d) For developing the school

(e) For promoting discipline behaviour, and

(f) Promoting the capabilities and attitudes of children

14. The differential emphasis given by Principals as to the aims of their school clearly reflects the broad-ended nature of education. Specific emphasis of aims are also seen to be different in different schools. This no doubt would in turn set in motion differences in the manner school activities are discharged as well as emphasis given to some activities in contrast to others which may be more supportive to the specific aims of the school concerned. This situation therefore reflects the existence of a multitudes of organisations which may be pursuing different objectives, which may not be sometimes

evident by centralized management systems which are operative in all schools in the country. This is a significant finding which has far reaching implications for the manag ment of organisations from the six aims which have a greater priority, (a), (b), (c), (e), & (f) as above are more student centered aims, whereas (e) above is more organisation centered. Also student centered aims (b) & (c) are more oriented towarde knowlege and exrmination achievement, whereas (a), (e) & (f) focuss on developing civic and human potential. It is also very significant to note that only a minor proportion of respondents felt that the aim of schools is to implement educational programme according to the education policy of the goverment. Though of course the policies of the education of the government may include some of the other school objectives that have been noted, it is clear from responses received that the implementation of government policies per se are not the objectives of schools. This is an important factor which all supervising officials in this Ministry may need to take note. However, when the agencies/persons who have influenced in deciding the aims of schools is considered, the influence of the ministry is clearly evident The most important agencies/persons who influenced decisions on goals are noted as follows in descending order of priority:

(1) Teachers
(2) The Education Ministry
(3) Parents, and
(4) The SDS

The influence of teachers in setting school aims is significantly more important than of the Ministry or of parents. The aims of teachers seem to be to make schools. a place for gaining knowledge, making good citizens, providing higher education, developing student capabilities, instilling discipline behaviour and to develop the school. The aims of the Education Ministry are mainly perceived to promote the gaining or knowledge and making of good citizens through the school. The RDE office in this context is also seen as a agency for mainly developing the school as an organisation, The emphasis of parents on the other hand is to ensure that schools provide knowledge and higher education opportunities as well as producing good citizens. The civic development role of SDSS is also well-marked. It will be the responsibility of school managers to synthesise the different emphases in expectation of these different agencies/persons into a viable policy-mix, which is appopriate to the specific school concerned. The ability of line managers to enable this process to materialize as well as management trainers who could clarify and support such a process, would indeed be most important.

Table 14

Expected aims of the School

Agency/Persons who decided

Objectives of the Schools	Ed. Min.	Parents	Teac-hers	Clergy	SDS.	Ed. System	Circu-lars	RDE & Officers	Princi-pals	%
1. Gaining knowledge	28	10	35	1	—	—	—	—	3	22.2
2. Providing higher education	—	10	25	—	4	—	—	1	6	12.6
3. Developing physical education	1	1	4	—	1	—	—	—	—	0.5
4. Developing extra curricula activities	—	2	3	—	2	1	—	—	2	2.7
5. Making good citizens	13	9	34	—	10	—	—	—	15	22.3
6. Developing the capabilities of children to a higher level	2	1	20	—	1	—	—	—	2	7:2
7. Providing an education which fulfil the educational, social and cultural needs of society	2	—	4	—	1	—	—	—	3	2.8
8. Good disciplined behaviour	3	2	18	—	1	—	1	—	3	7.7
9. To develop the school	3	4	14	—	2	—	—	13	4	11.01
10. To be successful in exams	—	—	6	—	—	—	—	—	—	1 6

11. Attracting the children who dont come to school	—	1	1	—	—	—	—	—	1	0.8
12. To implement the education programme in accordance to the government's education policy	—	2	2	—	1	—	—	—	2	2.7
13. To provide knowledge in new technologies	1	1	1	—	—	—	—	—	1	1.1
14. To teach in leadership	—	1	3	—	—	—	—	—	—	1.1
15. To give training to the dropout students	1	—	—	—	1	—	—	—	—	0.1

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Table 15

Expectations of parents from the school

Parental Objectives	Mode of Communication: Teachers	Parents	Societies of the school	Principals	Total	% in each objectives
1. Giving a knowledge	3	21	60	9	92	28%
2. Promote higher education	—	2	4	—	6	1.8%
3. Raise the school to a higher standard	—	16	56	—	72	22.1%
4. Give an education in keeping with social and cultural expectations	2	2	18	—	22	6.7%
5. Pass public examinations	11	—	34	—	45	13.8%
6. Provide employment	—	14	17	—	31	9.5%
7. Produce discipline student	—	2	13	—	15	4.6%
8. Ensure future prospects	1	—	32	—	33	10.1%
9. Provide technological knowledge	—	2	3	—	5	1.5%
10. Improve school in sports and athletics field	—	—	5	—	5	1.5%
					326	

Table 16

Expectations of the Students of the School

Mode of Communication

Objectives of the Students	Students Societies	by stud.	by pare.	interest of stud.	behaviour of stud.	pare/stu. discussion	discu w. stu.	Ques.	teach ers	Total	%
1. Getting through the examinations	10	17	—	—	—	—	31	6	1	65	19.0
2. Improving sports	4	10	—	—	—	—	9	3	—	26	7.6
3. To become law abiding citizens	2	—	—	—	16	—	7	3	—	28	8.2
4. Solving economical problems	6	—	—	—	—	19	27	7	2	61	17.8
5. To be successful at university entrance exams	—	—	—	—	—	—	5	—	—	5	1.4
6. Secure leadership positions	2	—	—	—	—	—	4	—	1	7	2.1
7. Promote scientific interest	—	—	—	—	—	—	—	50	—	50	14.6
8. Character development	2	—	—	—	—	—	—	2	—	4	1.2
9. Higher education	2	—	—	—	—	—	20	3	—	25	7.2
10. Improve social status	4	—	—	—	—	—	16	3	1	23	6.7
11. Community service	2	—	—	—	1	—	1	—	—	4	1.1
12. Obtaining a higher level for the school	4	—	—	—	—	—	21	1	—	26	7.6
13. Aesthetic development	—	—	—	6	—	—	—	—	—	6	1.8
14. Success in developing personal talents	—	—	—	11	—	—	—	—	—	11	3.2
										341	

15. Respondents were also asked as to what they felt both students and parents expected from the school and the mode of communication through which this information was made known to them. The data in regard to parents in at Table 15 and in respect of students at Table 16. In regard to parents, responses indicate that the main channel of communicating their aims and expectations is more through the SDS and other societies of the school, rather than perhaps or an individual basis. This may reflect the need to further strengthen parent irvolvement in Societies of the school in order to further strengthen dialogue through this mode of communication. Parents appear to emphasise the following expectations from the school: providing a better knowledge base, improving the school to a higher standard, enable success in public examinations and to ensure better prospects for their children. It is also evident that their expectations to raise the school to a higher standard is made mainly through the SDSS. Parents very clearly view education as a ladder for social mobility and advancement for their children. Table 16 reflects the expectations of students in regard to their school as percived by the Principals in the sample. The three main expectations of students are to obtain examination success, solve their economic and employment problems and to promote their interest and knowledge in scientific subjects through the school. The pragmatic concern of students as to their own occupational futures and economic welfare is revealed in this data. The main mode of communication of students objectives has been through discussions with them as well as through student societies. Some principals also have issued questionnaires to students in order to identify their expectations, this medium also constitutes another mode of communication. There are obvious disparities in the pattern of expectations of parents and students from the school as perceived py the principal. students emphasise the need to get through examinations, utilize education as a econimic ladder for mobility and also develop scientific abilities which would be useful for employment purposes. However, parents seem to emphasise the school as a place for obtaining knowledge and also recognize the need to improve the school's standard. These priorities are not reflected by the students. On the other hand students rate following aims rather low in their priorities; character development, community service, aesthetic development, and success in developing personel talents Similarly, parents also rate the following aims rather low in their scale of priorities: providing sports and athletics, providing technical knowledge, and ensuring discipline.

16. Task profile–Principals were asked to identify the priority they give sixteen activities which were listed in the questionnaire.The data in this regard is at Table 17 The highrest priority has been given by them(as the 1st in rank) for the following: (1) preparaion and revision of school plan (2) school administration (3) school time table preparation and revision (4) financial management. Though principals indiente that they are giving priority to school planning other studies in this field indieate that this porition is not accurate. To this extent the response of principals may reflect not so much their own priorities but priorties which they consider are more acceptable for official purposes or on inquiries made by the Ministry. This situation is possible as the majority of principals also have not indicated the number of hours per month spent by them on different activities specified. The comparative over emphasis which

Principals have given to the preparation and revision of school time tables also needs specific consideration by trainers and line supervisers. It would appear that this type of activity is obtaining far greater emphasis and priority in comparison with directly educational functions such as curriculum development, guidance and evaluation of staff and guidance provided to parents. Planners and line managers should examine and evolve more effective arrangement for the preparation and revision of time tables. In some countries it is known that computers are utilized for programming work of this nature. The DEO offices should be able to undertake this work in order that Principals could pay greater attention to directly educational activities. Consideration of the matching of teacher skills with the requirements of curricular offerings is essential when transfers of teachers or new appointments of staff are made.

17. If the activities ranked in the 1st five priority scale is considered, relative priorities is as follows in descending order of rank importance: (1) school time tables preparation & revision, (2) preparation and revision of school plan, (3) school administration, (4) supervision of classroom activities, (5) financial management, (6) students activities, (7) evaluation of staff, (8) guidance of parents. As a corollory the following activities have been given the lowest ranking in their list of priorities: (1) utilization of physical resources, (2) communication with the public, (3) obtaining extra resources to the school, (4) extra curricula activities, (5) progress control of school plans, (6) staff training, (7) curriculum development, (8) instructing and guiding staff. The management of education would inevitably suffer if greater weightage is not given by Principals to work areas such as curriculum development, staff training, guidance of staff, evaluating staff, progress control of school plan, and maintaining positive linkages with parents and the public, Principals may perhaps not be adequately trained or confident in discharging work in some of these fields. A combined programme by line managers and trainers will therefore be necessary to obtain a better balance in work priorities with a greater focus of Principals playing a leadership role in directly educational activities.

18. The problems faced by Principals in discharging the functions noted in Table 17 are classified in terms of each such function in Table 18. The analysis of these responses indicates several interesting features to trainers and line managers, The highest percentage frequencies of problems is in the following descending order of magnitude:

1. Inadequacy of teachers
2. Transfers without notice
3. Inadequate understanding of financial management & economic problems, and
4. Diffficulty of discharging work after school hours.

These responses clearly indicate the need for positive improvement in personnel management policies and practices at all levels in the ministry and its regional departments. Much of the attention of principals which is wasted today due to inadequacy of teachers or effecting transfers without notice

could be substantially reduced with better teacher deployment and transfer practices. The inadequacy of teachers in particular also has linked implications by creating problems in ten seperate fields of activity at the school level. Some of the main problems facing Principals in the priority activity areas (as in Table 17) are as follows:

(a) **school time tables** - problems caused by transfers without notice and inadequacy of teachers.

(b) **School planning** - problems caused by inadequacy of teachers, transfers without notice and no training in adminitration. This last factor needs to be noted by management trainers.

(c) **School administration** - the main problems are due to inadequacy of teachers, absenteesim of teachers, political intervention and no training provided, and absence of clerks.

(d) **Supervision of classroom activities** - the problems are mainly due to absence of clerks and transfers without notice. It is assumed that Principals discharge the work of clerks and they therefore cannot supervise classroom teaching. If this is so it seems a adverse reflect on Principals themselves and their management priorities

(e) **Financial management** - the main difficulties are due to economic problems and working after school hours.

Line managers should carefully analyse the problems stated by Principals in order that appropriate remedial action could be taken. In some instances the problems encountered by Principals as stated by them may not be the only problem or the main problem. For instance, in the activity field of curriculum development & management, respondents have highlighted supply difficulties of curricula material. Though this may be a problem; it is equally well known that Principals lack training and also professional interest in other instances for effectively discharging this function.

Table 17

Rank Order

Activity Elements	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. School plan preparation and revision	108	55	33	17	11	5	7	10	4	6	4	0	1	2	3	1
2. School Time Tables Preparation and revision	71	122	48	14	0	2	2	2	2	0	1	2	4	0	0	1
3. School Administration	91	54	93	13	11	7	4	1	1	1	0	1	0	0	1	2
4. Staff training	2	4	7	17	21	19	14	3	7	6	4	14	9	7	4	12
5. Financial management	9	6	9	28	16	12	13	15	16	16	10	11	5	3	9	8
6. Evaluation of staff activity	1	4	11	16	30	37	33	26	26	12	12	7	5	8	4	2
7. Instructing and guiding of staff	0	3	18	24	31	19	28	28	17	13	12	6	10	8	3	0
8. Progress control of school plan	3	2	5	19	24	24	24	19	22	19	15	20	4	8	7	4
9. Curriculum development and management	4	7	6	24	12	18	18	19	13	11	13	13	7	6	5	9
10. Instructing and guiding of parents	1	6	6	18	20	32	25	25	30	27	17	15	18	12	7	7
11. Extra-curricula activity	3	2	4	11	18	23	17	28	30	29	29	22	18	11	9	3
12. Obtaining extra resources to school	3	1	0	6	10	7	15	14	28	25	24	24	34	32	19	3
13. Communication with public	1	1	3	5	6	13	21	19	18	19	29	22	26	28	14	22
14. Students activities and followup action	6	3	17	17	18	18	20	21	19	19	16	26	7	15	7	8
15. Utilization of physical resources	0	2	1	0	7	4	6	4	5	12	10	11	18	25	35	29
16. Supervision of classroom activities	6	17	23	42	34	29	28	20	13	17	14	3	12	7	5	3

Table 18

The problems faced by Principals in discharging the functions mentioned in following activity fields

Problems	Seriol No. of following activity fields																Total	% in each problem
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
1. Tranfers without notice	9	33	2	—	—	—	—	—	1	—	1	—	—	—	—	3	47	20.8
2. Absence of Sectional Heads	1	1	4	—	—	—	—	—	—	—	—	—	—	—	—	2	8	3.5
3. Absence of clerical staff	1	—	7	—	—	—	—	—	—	—	—	—	—	—	—	6	14	6.2
4. Scarcity of furniture	—	2	2	1	—	—	—	—	—	—	—	—	—	—	—	1	6	2.6
5. Inadequacy of teachers	9	19	9	4	—	1	1	1	1	—	—	—	—	1	—	2	48	21.3
6. Teachers in remote areas taking leave often	1	3	5	1	1	—	—	—	—	—	—	—	—	—	—	1	11	4.8
7. Political intervention	—	1	5	—	—	—	—	—	—	—	—	—	—	—	—	—	6	2.8
8. Inadequate understanding of financial management	—	—	—	1	2	—	—	—	—	—	—	—	1	—	—	—	4	1.7
9. Economic problems	—	—	—	—	4	—	—	—	—	—	7	10	—	1	1	—	23	10.2
10. Effect of informal activities on administration	—	—	2	—	—	—	—	1	—	—	—	—	—	—	—	—	3	1.3
11. Neglect of evaluation of staff	—	—	1	—	—	3	—	1	—	—	—	—	—	—	—	—	5	2.2
12. No training in administration	5	—	5	—	—	—	1	—	—	—	—	—	—	—	—	—	11	4.8
13. Difficulty of work after school	—	—	—	2	3	—	1	—	—	1	7	—	—	—	—	—	14	6.2
14. Difficulty of supplying curricula items	—	—	—	—	—	—	—	—	4	—	—	—	—	—	1	—	5	2.2
15. No participation of parents	—	—	—	—	1	—	—	—	—	8	—	—	1	—	1	—	11	4.8
16. Dept., does not fulfil needs	1	—	—	1	—	—	—	—	—	—	—	5	—	—	—	—	7	3.1
17. Overstaffing of teachers	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	0.8

19. Several other interesting features are revealed in the problem analysis of activity areas. Respondents have noted that the impact of informal activities and the neglect of staff evaluation are problems in implementing progress control activities in school plans. Political intervention is also highlighted as problem in school administration. Extra curricula activities are impended due to difficulties in discharging work affter school hours. The participation of parents has been identified as a problem preventing their guidance. Respondents also state that extra resources to schools cannot be obtanined as the department does not fulfil their needs. The economic problems presumably of parents are also noted in this regard. Scarcity of furniture is also attributed as a problem in preparing school timetables. On the other hand over staffing of teachers is stated to be creating problems both in the prepartion of school plans and in school timetables. These factors need to be very carefully examined by line managers concerned.

20. Information was also requested from respondents as to the manner in which they have delegated authority and obtained the participation of their staff – please see Table 19. Around 25% of the sample of Principals do not appear to have continuing delegations of work/Authority given by them to their staff. This to some extent reflects a degree of disorganisation or ad-hoc nature in the designing of work. A greater degree of definition in work responsibilities and commensurate authority needs to be discharged in 25% of the schools in the system. Also the process of education within the school context is mainly a team effort. Thus for purpose of organisation, a multitude of teams need to be linked together and the principal and his main supervisons should function as the necessary linking pins in this process. The responses received do not indicate that the team method of organisation is being consciously adopted as the main method of discharging work within the schools context, which is the more desirabe pattern that should be adopted. On the other hand respondents also do not appear to be following an elitist approach to school mangement by only securing and relying on the assistance of the Deputy Principal and the Sectional Heads. It is also noted that in many schools however, the functions of a Deputy Principal are not clearly demarcated within the school adminitration and tends to operate more like odd-job man.

Table 19

The ways of organising teachers to obtain their participation in school activities

Serial No.		% in each cateqory
1.	Work has been delegated to the staff on a permanent basis	75.3
2.	Although work hasnot been delegated, it is being done whenever necessary	24.7
3.	Teams have been appointed to do the work	31.8
4.	Only the deputy principal and sectional heads are taken into assist	7.6

21. Respondents were also asked to provide their replies to four structured questions which are indicative of their attitudes and values as managers, in the manner by which work functions are designed and carried out in their schools. Table 20 summarises their responses. For better planning and organisational purposes, it is rather necessary that the common objectives of the school are divided into operational aims of specific sections/projects etc. However, 12% of respondents feel that this is either unnecessary or not relevant. This reflects serious lack of understanding and negative attitude in regard to this important factor in school management. In regard to the 3 other questions asked from them: (a) appointment of teams (b) specification of results, & (c) supervision to achieve aims, the responses received have been more positive.

Table 20

Work functions that have to be carried out in their schools

Functions	% in each category			
	Essential	Important	Unnecessary	Not relevant
1. The common objectives of the school have been divided into sub objectives in accordnace to the various sections	36.6	51.6	4.1	7.7
2. Teams have been appointed to do the subject work and extra curricular activities.	48.5	45.6	3.2	2.6
3. The aims are specified with the expected results from various work areas of the school.	44.3	46.6	1.8	2.3
4. Supervision on how the aims are fulfilled and reporting on them	35.3	58.5	2.9	3.3

22. **Interaction Patterns** - Respondents were asked to identify persons/organisations that they interact with and indicate the priority of importance given by them to such contacts. This information is classified in Table 21. If the responses are analysed according to the highest frequency in each of the rank positions, the following pattern is revealed.

Rank Position	Persons/organisations of contact
1.	Teachers
2.	Students
3.	Parents
4.	RDE
5.	Regional officers

6.	Other principals
7.	Wellwishers of the school.
8.	Old pupils
9.	Politicians
10.	Trade Unions
11.	Ministry officers

It is significant to note that politicians are ranked by the respondents low down in their priority. However, it is not certain whether in actual fact school principals have a greater priority given to politicians when compared with other categories such as old pupils, wellwishers of the school, and other principals. In several instances politicians have also assumed in fact a greater degree of importance when compared even with regional officers. The responses made should therefore be taken into consideration along with these other situations noted above.

23. Finally respondents were asked to rank in descending order of importance the five special work areas in which they need to improve their knowledge and skills in order that they could discharge their work more efficiently and effectively. This information is summarised in Table 22. These responses reflect training wants which may not in some instances be identical with training needs. Subject to this fact, trainers need to make a careful evaluation of this data.

Table 21

Person/organisation that Principals come into contact

Persons/organisations	Rank Order										
	1	2	3	4	5	6	7	8	9	10	11
1. Politicians	13	13	9	16	17	29	22	23	33	32	30
2. Trade Unions	—	3	—	2	—	5	6	8	19	32	51
3. Parents	22	30	110	44	34	24	6	—	2	1	1
4. Well wishers of the school	13	9	15	32	36	29	47	38	36	11	5
5. Ministry officers	6	10	11	7	23	37	23	29	38	26	12
6. Regional Officers	20	28	21	40	44	37	30	22	14	9	4
7. RDE	51	25	42	56	30	23	15	16	7	1	1
8. Other Principals	4	8	1	11	24	38	48	41	39	42	13
9. Students	96	82	24	22	17	14	5	9	5	4	1
10. Teachers	98	96	32	13	10	4	13	7	—	2	—
11. Old pupils	4	7	8	23	28	25	35	44	39	28	6

Table 22

Improoving the knowledge of Principals

Development of knowledge in various Fields	Rank Order 1	2	3	4	5
1. Management Training	61	14	3	2	2
2. Administration training	74	20	11	3	4
3. Financial management	17	28	17	11	5
4. Carriculum management and development	9	17	16	14	6
5. School planning and educational planning	19	21	9	10	7
6. Staff training	4	8	3	5	2
7. Schools and classroom supervision	3	4	9	10	4
8. Teaching methods	–	–	1	–	–
9. Development of parents/teachers association	1	7	8	3	6
10. Evaluation techniques	–	6	5	4	5
11. Educational law	1	3	3	1	–
12. Educational objectives	–	1	–	–	–
13. Extra curricula activities	–	2	4	4	3

It is rather revealing that Principals of schools place a greater emphasis on training in administration when compared with training required by them in management. Similarly, training in school planning and educational planning are rated at a lower priority than financial management. On the basis of performance evaluation of principals, the need for more emphasis in their training in fields of management and school planning is clearly evident. But these responses of the Principals do not attach the priority these fields deserver when their views are considered. Appropriate management practices as well as the training of personnel may therefore be required to make the necessary changes in attitudes and values presently held by Principals.

CHAPTER FOUR

ROLE-SET SURVEY OF PRINCIPALS

This survey was intended to obtain the responses of others within the Principal's role set in regard to: (a) what they expected from the role performed by the Principals, (b) the problems they perceive the Principal had in discharging his role, (c) suggestions as to how he could more effectively discharge his role function, and (d) other organisational arrangements that are required if the aims of the school are to be achieved. Three categories of persons within the Principal's role set were taken into account for this purpose: (a) Teachers (b) Parents and (c) Pupils-as they constitute the 3 most important sets of personnel within the Principals client group.

02. The data was collected through personnal interviews, where open-ended questions were asked from respondents to elicit information on the four work/subject areas specified above. Three of the four pilot districts were selected for this purpose. In these districts 31 schools were selected which covered 1A/1B/1C 2/3 school categories in order that responses could be more representative. Within these sample schools the numbers interviewed were as follows: (a) teachers - 40; (b) parents - 32; and (c) pupils - 31. The distribution among these three categories of respondents were done as equally as possible within each school surveyed. The position in regard to each district was as follows:

(a) **Matara District** — 15 teachers, 8 pupils and 10 parents in a total of 10 schools.

(b) **Chilaw District** — 10 teachers, 9 pupils and 9 perents in a total of 9 schools.

(c) **Kegalle District** — 15 teachers, 14 pupils and 13 parents in a total of 12 schools.

The following additional particulars are also available:

(a) **Table 1** — Particulars of schools surveyed

(b) **Table 2** — Persons interviewed in Matara district

(c) **Table 3** — Persons interviewed in Chilaw district, and

(d) **Table 4** — Persons interviewed in Kegalle district.

03. Role functions expected from Principals (Table 5)

When the responses of all three client groups are considered as an aggregate average the following role functions are emphasised most:

1. Promote moral development of pupils
2. Functions as a good supervisor of teachers
3. Function as a good administrator
4. Design education to develop student aptitude in extra-curricular work
5. Promote good teacher-parent relationship.

These responses may perhaps be different from conventional beliefs that the role of a Principal should be to maximise examination success in his school. The findings however appear to emphasise the need for moral development of pupils and developing student aptitudes in co-curricula activities. Similarly, from the managerial point of view Principals are expected to function as supervisors of teachers, good school administrators and also promoting effective teacher-parent linkages. If the expectations of the different client groups are analysed seperately, some other interesting findings emerge. With regard to teachers their priorities on what they expect from Principals are in regard to the following:

Table 1.

Particulars of Schools surveyed

Mathara	Grade	Chilaw	Grade	Kegalle	Grade
1. Rahula M. V.	1A	1. Ananda M. V.	1A	1. Hettimulla K. V.	3
2. Thihagoda M. V.	1B	2. Joseph Vas M.M.V.	1B	2. Mayurapada MMV.	1B
3. Motagedera M.V.	1C	3 Dummaladeniya R.C.	2	3. Randiwela M V.	2
4.KokawelaM.V.Pilot	1C	4. Vaikkala G.S.	2	4. Molagoda K.V.	3
5. Welegoda K.V.	3	5. St. Xavier's M.V.	1B	5. Jayapala M.V. Molagoda	1C
6. Tudagalahena Ariyamitta K.V.	3	6. Sawarana G.S.	2	6. Yatalatissa K.V.	3
7. Devinuwara Dapulasen K.V.	3	7. Vijaya Vidyalaya	2	7. St. Joseph Balika	1B
8. Hittatiya Dharmaraja V.	2	8. Kakkapalliya Siri Sujatha Vid.	3	8. Pinnawala M.V.	1B
9. Mapalana K.V.	2	9. Nazriya M.V.	1C	9. Hiriwadunna K.V.	3
10. Kumburugamuwa East K.V.	2			10. Kegalle K.V.	3
				11. Parakrama M.V.	1B
				12. Warakapola Buddhist Vid.	2

particulars of persons interviewed – Matara District **Table 2**

Name of School	QUALIFICATIONS Teacher	Pupil	Parents
1. Thihagoda M.V.	1. Diploma in Edu. 2. Sinhala Trained	Gr. 12	Employee Rural Bank (member PTA)
2. Mapalana J.S.	1 Trained Teacher	Gr. 10 Gr. 10	1. Clerk 2. Retired Police Inspector.
3. Welegoda Sudarshana Pilot Sch.	1. Sinhala Trained 2. Sinhala Trained	---	Member P.T.A.
4. Rahula M.V.	Diploma in Educat	Gr. 12	Teacher
5. Motagedera M.V.	1. Diploma in Accountancy	Gr. 10	Member PTA.
6. Kamburugamuwa East Vidyalaya	1. Sinhala Trained 2. Maths Trained	Gr. 10 Gr. 10	---
7. Tumbagalahenal Ariyamitta Junior School	1. Sinhala Trained 2. Sinhala Trained	---	Postman
8. Dondra Dapuusen Junior School	1. Sinhala Trained 2. Sinhala Trained	---	Special Officer
9. Kokawela M.V.	1. Sinhala Trained	Gr. 12	Male Attendant
10. Hittatiya Dharmaraja MV.	10. Degree	Gr. 10	Midwife
Total:–	15	8	10

Particulars of Persons interviewed – Chilaw District **Table 3**

	QULIFICATIONS Teacher	Pupil	Parent
1. Ananda M.V.	1. Degree 2. Sinhala Trained	Gr, 12	Member PTA
2. Joseph Vasz M.V.	Degree	Gr. 12	Contractor
3. Dummaladeniya Roman Cotholic Vid	Sinhala Trained	Gr. 10	Member PTA
4. Vaikkala Govt. School	G, C. E. (O. L)	Gr. 10	Trader
5. St. Xavier M.V.	Trained	Gr. 12	Teacher
6. Savarana Govt. School	Trained	Gr. 9	Police Inspector
7. Vijaya Vid,	Trained	Gr. 10	Female Attendant
8, Kakkapilliya Sri Sujatha Vid.	Trained	Gr. 10	Trader
9. Nasriya M.V.	Trained	Gr. 11	Trader
Total	10	9	9

Table 4

Particulars of persons interviewed – Kegalle District

	QUALIFICATIONS		
	Teacher	Pupil	Parent
1. Mayurapada M.M.V.	Degree	Gr. 11	Retired Principal
2. St. Joseph Balika Vid.	Degree Sin. Trained	Gr. 12 Gr. 12	Membr.PTA
3. Pinnawala M.V.	Sin. Trained	Gr. 12	Member PTA
4. Parakrama M.V. Rambukkana	Degree Dip. in Education	Gr. 10 Gr. 10	
5. Jayapala M.V.	Sin. Trained	Gr. 12 Gr. 12	Trader
6. Randiwela M.V.	Degree	Gr. 12	Member PTA
7. Hettimulla Junior School	Sin. Trained (G.C.E.O/L)	-	Post Office
8. Molagoda Junior School	Sin. Trained	-	Farmer
9. Kegalle Junior School	Trained	Gr. 10	Electrician
10. Warakapola Buddhist Vid.	Trained	Gr. 10	Trader
11. Yatalatissa Junior Vid.	Trained	Gr. 10 Gr. 10	Member PTA
12. Hiriwadunna Junior School		Gr. 10	Trader
Total:-	15	14	13

Table 5

ROLE FUNCTIONS EXPECTED FROM PRINCIPALS

Expected Roles	Matara			Chilaw			Kegalle			PERCENTAGE		
	Tr.	Pup.	Par.	Tr.	Pup.	Par.	Tr.	Pup.	Par.	Teacher	Pupil	Parents
1. Provide children a complete education in School	8	2	5	3	—	6	2	4	6	52.2	17.8	54.2
2. Implement the curriculum	5	3	2	3	2	2	2	2	—	25.5	24.6	14.0
3. Design education to develop student aptitudes												
1. Curricular	3	4	6	2	4	3	4	6	2	22.2	45.7	36.2
2. Extra Curricular	8	7	7	3	6	4	7	11	6	43.3	77.5	53.5
4. Promote moral development of pupils	10	7	7	8	6	6	9	14	10	68.8	84.7	71.1
5. Provide facilities for curriculum development	3	5	—	4	—	2	1	6	1	22.2	35.1	9.9
6. Safeguard and inform School standards	1	2	2	2	4	1	3	8	4	15.5	42.1	20.5
7. Function with good understanding of:												
1. Teacher	1	—	1	3	1	1	2	2	—	16.6	8.4	7.0
2. Students	4	—	1	2	—	—	4	3	2	24.4	7.1	8.4
3. Subject vise	—	—	—	—	—	—	1	1	—	2.2	2.3	—
4. Resources	—	—	1	1	—	—	2	—	—	7.7	—	3.3
8. To function as a good supervisor of:												
1. Teacher	13	7	4	9	9	6	14	10	6	89 9	86.3	50.0
2. Student	6	3	3	3	5	1	6	8	3	36.6	50.0	21.4
3. Subject	7	6	2	2	2	—	5	6	1	33 3	46.7	9.2

9. Provide Welfare Services	6	3	4	4	2	—	1	2	1	28.8	24.6	15.9
10. Obtain Departmental assistance for:												
1. Teachers	3	4	4	2	2	3	6	8	1	26.6	43.1	24.4
2. Physical Resources	5	6	3	6	5	5	5	8	1	42.2	62.5	31.0
11. To function as a good Manager:												
1. Administrator	11	4	3	8	7	7	11	9	6	75.5	63.9	51.2
2. Organizer	2	3	2	1	—	—	5	1	—	18.8	14.8	6.6
3. Mobilizing	2	1	—	3	1	—	2	1	—	18.8	10.2	—
12. To maintain community linkages	7	4	2	4	—	1	4	3	3	37.7	23.8	18.0
13. Promote good teacher-parent relationship	5	2	6	6	3	6	7	10	11	46.6	43.2	70.4
14. Professional Development of staff	8	—	—	2	—	—	1	1	—	26.6	22.3	—
15. Review Progress	3	2	—	3	1	—	3	—	—	23.3	12.0	—
16. Supervise School buildings maintenance	4	4	5	4	3	1	1	3	4	24.4	34.9	30.6
17. Hold teacher discussions & take remedial action	10	2	3	—	—	—	4	4	2	31.0	17.8	15.1
18. Assign duties on skills of teachers	6	3	1	6	—	—	7	2	1	48.8	16.5	5.8
19. Obtain school needs & optimise resources use	7	2	—	4	2	1	2	2	2	33.3	20.4	43.7

1. **To function as a good supervisor of teachers**
2. **To function as a good administrator**
3. **Promote moral development of pupils**
4. **Assign duties on skills of teachers, and**
5. **Promote good teacher-parent relationship.**

It is noted that teachers have emphasised the role of a Principal mainly as a teacher supervisor as well as a good school administrator. Assigning duties to teachers on their skills is also rated as very important. From the educational stand point teachers consider that the Principal should promote the moral development of pupils

04. The priorities of pupils in their expectations of Principals are as follows :

1. To function as a good supervisor of teachers
2. Assist moral development of students
3. Develop student aptitude in extracurricular activities
4. Function as a good school administrator
5. Obtain departmental aid for physical resources.

Pupils emphasise the need for moral development. In addition they stress the need for developing the aptitudes in co-curricula areas. There may also be a belief on the part of students that Principals should pay more attention to obtain departmental assistance in respect of physical resources required by the school. This aspect has not been given the same priority by teachers. In regard to parents, their priority expectations of Principals are as follows:

1. Promote moral development of pupils
2. Promote good teacher-parent relationship
3. Provide children a complete education in school
4. Design education to develop extra curricular activities for students
5. To function as a good school administrator.

It is clear from this response that parents emphasise the citizonship training provided by school even more than examination success. Parents consider their relationshlp with teachers as even more important than what teachers consider their relationship with parents. On the other hand all three client groups de-emphasise the following expectations from the Principals:

1. Function with a good subject wise understanding
2. Function with a good resource understanding
3. Function with a good understanding of students

05. Problems of Principals in role implementation

These responses are 6. It is however observed that in general the problems and weaknesses in the role implementation of Principals in the responses received, mainly refer to conditions and factors which are reather "extennal"

Table 6

PROBLEMS OF PRINCIPALS IN ROLE IMPLEMENTATION

Problems & Weaknesses	Reference to role function number	Matara			Chilaw			Kegalle			PERCENTAGE		
		Tr.	Pup.	Par.	Tr.	Pup.	Pa.	Tr.	Pup.	Pa.	Teac her	Pupil	Pare nts
1. Principal is overburdened with work	4, 7, 10	3	—	—	2	4	—	3	3	2	20.0	21.9	5.1
2. Lack of subject teachers	1, 2, 3, 6, 11, 18	2	1	—	3	1	1	1	—	—	16.6	7.8	5.7
3. Lack of staff	1, 2, 3, 4, 6, 7, 8, 11, 14, 18	8	2	3	3	6	2	4	1	—	36.6	32.9	17.4
4. Mid-year teacher transfers	1, 2, 3, 4, 6, 7, 8, 11, 18	5	—	—	2	—	—	—	—	1	17.7	—	2.5
5. Frequent leave by teachers	1, 2, 3, 6, 8, 11, 18	2	—	—	1	—	—	2	—	1	12.2	—	2.5
6. No co-operation of teachers	1-4, 6, 8, 11, 16	11	2	3	2	—	2	9	10	6	51.1	32.1	52.7
7. Teachers travel from long distances to school	3, 13, 16, 16	3	—	—	1	—	—	—	—	—	10.0	—	—
8. Interference from Politicians/ Higher officials	11, 16	8	—	4	3	—	2	10	5	1	49.9	11.9	23.2
9. Lack of co-operation from Department	6, 11, 16	8	2	4	2	1	1	3	5	2	31.1	25.9	22.1
10. Lack of physical resoures	1, 2, 5, 8, 11, 16	11	4	2	4	5	5	7	7	2	53.3	51.8	30.2
11. Cannot obtain facilities fees due to parent poverty	11, 19	3	1	1	4	3	3	4	4	1	28.8	28.4	16.9

12. Student attendance poor	11	3	2	1	4	1	1	—	1	1	20.0	14.4	**9.5**
13. Situation of school in an illiterate locality	11, 16	4	—	3	6	1	3	2	2	—	33.3	8.4	**21.1**
14. Local interference of the school	4, 11, 16	8	1	7	3	—	2	8	5	4	45.5	15.9	**40.9**
15. Transport difficulties of the area	1, 11, 12, 14	1	—	—	1	1	1	—	1	1	5.5	6.2	**6.2**
16. Lack of co-operation among the staff due to various reason	1, 4, 11, 16	4	—	—	2	1	1	—	2	1	15.5	8.4	**6.2**
17. Lack of delegated authority to the Principal	1, 4, 11	3	2	2	1	2	—	1	1	4	12.2	18.1	**16.9**
18. Inadequate co-operation from the parents	1, 4, 11, 13, 16, 19	6	1	7	3	—	3	9	11	9	43.3	32.3	**57.5**
19. Principals personal attitudes	1, 4, 11	1	1	2	3	1	—	9	4	4	32.2	17.3	**16.9**
20. Principals personal problems	8, 11	4	1	4	3	3	—	2	6	1	23.3	29.5	**15.8**
21. Distant location of Principals residence	1, 11, 16	2	—	1	2	—	—	1	1	3	13.3	2.3	**11.0**

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06. If an average of aggregate responses from all three types of respondents are obtained of the problems perceived by them of role implementation by Principals, the following five priority areas may be identified:

(a) Lack of physical resources
(b) Inadequate cooperation of parents
(c) Inadequate cooperation of teachers
(d) Local interference of the school, and
(e) Staff shortage.

The two main factors which are highlighted in these responses are (a) inadequacy of physical and human resources and (b) inadequate cooperation by parents and teachers. Line managers could take appropriate remedial action in regard to the first of these factors. In regard to the 2nd factor strategies and tactics need to be evolved by Principals to obtain a higher degree of cooperation than at present from both parents and teachers. Presumably the leadership style of Principals are not congruent with cooperative modes of action. Both Principals as well as trainers need to examine this factor with a view to remedial actions. The responses of teachers to this question has revealed the following problems of priority in their perception: (a) inadequacy of physical resources (b) teacher shortages (c) interference of politicians and higher officials (d) local interference and (e) inadequacy of parent cooperation. When the corresponding responses of pupils are analysed, the following priorities by way of weakness is revealed: (a) inadequacy of physical resources (b) teacher shortage (c) inadequate parent support (d) inadequate teacher cooperation and (e) personal problems of the Principal. It is interesting to note that unlike in the case of teachers, pupils have highlighted a higher rating in inadequacy of parent cooperation. On the other hand they have highlighted inadequacy of teacher cooperation and personal problems of Principals which hsa not been noted by the teacher. The ranking of problems by parents on the other hand are as follows: (a) inadequacy of parent cooperation (b) lacal interference of school (c) lack of teacher cooperation (d) inadequacy of physical resources (e) interference by politicians and higher officials. It appears that parents who have been interviewed felt that other parents may not be giving adequate support to the school. The inadequacy of teacher cooperation has also been noted by the parents at a higher level of ranking when compared even with pupil responses.

07. Table 6 also contains responses which have a direct bearing on weaknesses and problems of the Principal himself: (a) not providing adequate delegated authority to the Principal (b) problems in the personal attitude of the Paincipal (c) personal problems which the Principal have and (d) distant location of Principals residence. There are however some other responses of problems and weaknesses which have not been included in Table 6 as the total frequenciesof such responses have not been too high. However, these may have some diagnostic value as it reveals other types of problems and weaknesses which may need to be carefully examined for remedial action. These may be listed as follows; (a) holding in-service classes for teachers within school hours (b) inadequate understanding and knowledge of staff (c) not having an average knowledge of

the subjects taught in the school (d) not utilizing time after school to meet parents. Many respondents also left that there was inadequate external supervision of the Principal and his work. The activities of tutories and other similar organisations were also noted by some respondents as causing problems to school activities. In one district (Chilaw) it was also stated that if the Principal enforces discipline within the school, counter measures against him will be taken by others in the community.

08. Remedial action suggested to achieve expected role

Respondents were also asked to suggest remedial action which they think is appropriate for Principals to perform their expected roles. Forty suggestions have been made by the different respondents. The proposals having priority ranking in respect of all three categories of clients are herewith noted below:

(a) formulate rules for the disciplinary control of pupils and to implement when required

(b) frequent supervision of school activities and advise when necessary

(c) have frequent discussions with P. T. A. in solving problems of school

(d) delegete work according to staff capabilities

(e) to act according to a systematic plan

(f) obtain support of social workers officials/donors/other organisations of the area

(g) be vigilent about teachers discipline

(h) to be an examplary person

(i) cooperative with staff

(j) to have a good understanding of every pupil.

The proposals made above are more illuminating then the findings in Table 6 in many respects. This is so, as respondents can indirectly imply the weaknesses and problems in the role of Principals by the types of remedial proposals which they make. Both line managers and also trainers will find numerous indicators of work functions in which both the Principal and school need to take note of. For instance there does not seem to be adequately clear rules and regulations pertaining to the disciplinary contorl of pupils. The supervision of the school by the Principal also appears to be less frequent and desired. More P. T. A. meetings need to be held to solve the problems of the school than at present. Delegation of authority by the Principal to supervisors and other staff within the school is also less than expected. Principals also seem to be doing their work in a rather unplanned manner. The mobilization of community support by the Principal could also be imporved. The vigilence of Principals on metters of teachers discipline also requires improvement. It is felt that the Principal should also function as an examplary person and a greater degree of cooperation with the staff as well as an understanding of individual pupils is considered desirable.

09. When the responses of teachers are anlysed the following proposals are made to improve the performance of Principals: (a) delegation of work to subordinate staff according to capability (b) to act according to a systematic plan (c) to effect frequent supervision of the school and render advice (d) formulate rules for disciplinary control of pupils and implement when required (e) hold discussions with teachers and render advice. It is noted that teachers feel that more delegation of authority and functions are necessary and that a systematic planning exercise be undertaken. Frequent supervision of school activities and rendering advice is another area where they expect improvement. When the responses of students are analysed the following priorities emerged: (a) formulating ruleson the disdiplinary control of pupils and implement them when required (b) frequent supervision of school activities and advice when necessary (c) listen to pupils problems (d) discuss with P T. A. frequently to solve school problems (e) to act according to a systematic plan. Two factors which have not been similarly highlighted by teachers are revealed in the responses by pupils. There refer to the need to be aware and take heed of pupil problems and also for more frequent discussions with P. T. A. for solving school problems. On the other hand the pupils too highlight the need for disciplinary rules, frequent supervision and advice as well as more systematic planning. The responses of parents revealed the following rank order: (a) formulate rules regarding the disciplinary control of pupils and to implement when required (b) hold frequeat discussions with P. T. A. in solving school problems

Table 7

Steps to be taken to functionexpected role (with available resources)

Action to be taken	Matara			Chilaw			Kegalle			PERCENTAGE		
	Tr.	Pup.	Par.	Tr.	Pup.	Par.	Tr.	Pup.	Par.	Teacher	Pupil	Parents
1. Act with special devotion for the development of the school	1	—	4	2	1	1	5	2	1	19.9	8.4	19.5
2. Leadership in all activities	1	1	—	3	—	1	4	—	2	21.0	4.1	8.8
3. Co-operate with the Staff	8	1	2	3	1	3	3	1	3	34.4	10.2	25.4
4. Solve problems and take justifiable decisions	1	—	—	—	2	1	—	5	2	2.2	19.2	8.8
5. Delegation of work according to capabilities	13	3	4	4	2	—	6	3	3	55.5	27.0	21.0
6. Interest in finding necessary resources to school	7	2	4	2	—	3	1	1	2	24.4	10.7	29.5
7. Hold discussions with teachers and advise when necessary	11	2	2	2	—	1	4	1	2	39.9	10.7	15.4
8. Listen to pupils problems	2	3	—	1	4	2	—	5	1	7.7	39.2	9.9
9. To be exemplary	2	3	—	3	—	3	5	4	5	25.5	22.0	23.9
10. Principal should be firm with principles	6	2	—	1	1	2	2	1	1	21.1	14.4	9.9
11. Principal should be honest in handling monitary matters	1	—	—	2	—	1	3	—	—	15.5	—	3.7
12. Should act as a Middle level Manager	2	—	—	1	1	1	8	2	1	25.5	8.4	6.2

13. Take disciplinary action when act contrary to prevailing rules and regulations after giving a warning in the first instance.	3	1	2	2	1	2	1	1	2	15.5	10.2	19.1
14. Act with co-operation of the residents of the area	4	1	3	3	1	2	8	4	2	25.6	17.4	22.5
15. To be attentive to human needs	3	—	—	2	2	2	3	4	1	20.0	16.9	9.9
16. Obtain support of social workers/ high officials donors and various organizations of the area.	9	4	4	2	1	1	4	2	3	35.6	25.1	24.7
17. Teaching to be based according to environment (i. e. give priority to agriculture in an agricultural area)	5	3	3	1	1	—	1	—	—	16.7	16.2	10.0
18. To be an independent observer	2	2	—	2	—	3	—	1	1	11.1	10.7	13.7
19. Inform parents about the children's educational standards through the respective teachers	2	2	3	—	1	3	1	3	3	6.7	19.2	28.8
20. Frequent supervision of school activities and advise when necessary	14	5	2	3	3	6	6	4	7	54.4	41 4	46.8
21. Give equal recognition to the staff	3	—	—	3	—	1	5	—	—	27.8	—	3.7
22. Pay attention to imporve sanitary condition of the school	4	2	2	2	2	—	1	2	—	17.8	20.5	6.7
23. Develop a religious atmopshere in the school.	4	2	2	3	2	4	—	1	1	18.9	18.1	24.0

24. Formulate rules and regulations for children's disciplinary control and to implement when required.	9	7	7	4	4	5	7	8	5	48.9	63.0	54.6
25. Be vigilant about teachers' discipline	—	1	1	4	4	5	7	2	1	28.9	23.7	24.4
26 To hold daily acemblies an l to instruct children to improve themselves as better citizens.	2	—	3	2	1	—	2	1	—	15,3	6.1	10.0
27. To have a good understanding about each and every												
1. Articles in store	—	—	—	2	2	—	1	1	—	8.9	9.8	—
2. Teacher	—	—	—	4	—	—	4	—	—	22.2	—	—
3. Student	2	3	3	2	3	—	7	2	1	26.7	28.4	12.6
28. Obtain assistance by holding exhibitions and Fairs etc.	4	—	1	2	1	2	1	2	1	17.8	8.5	13.3
29. To renovate physical resources through Shramadana Campaigns children & parents participation	2	3	1	—	1	1	2	2	1	8.9	20.9	9.6
30. To encourage children to participate in extra curricular activities to promote their inherent skills	7	4	2	3	3	3	5	5	3	36.7	3.9	25.5
31. To have extra classes when syllabus is not fully covered.	3	1	2	1	1	—	4	2	2	18.9	12.6	11.8
32. To keep all books periodicals magazines etc. in the library for everybody's reference	9	2	—	2	2	—	1	—	—	28.9	27.4	—

33. Orient teachers for in-service training	10	—	—	3	—	—	1	—	—	34.5	—	—
34. To conduct Seminars for pupils Preparing for public examinations	2	2	1	2	3	—	3	1	—	17.8	21.8	**3.3**
35. To extend co-operation for social work of the area	—	1	3	1	2	3	—	4	2	3.3	21.1	**26.2**
36. To hold frequent discussions with P.T.A. in solving problems pertaining to school	11	4	7	—	1	4	4	5	6	33.3	32.2	**53.5**
37. To obtain assistance of parents to protect resources of the school	2	1	1	1	—	—	8	6	2	25.5	18.5	**8.5**
38. To invest the income from sale of products of the school garden to purchase necessary requirements of the school	1	1	—	—	2	1	3	1	1	8.9	13.9	**6.3**
39. To act according to a systematic plan	6	3	1	7	4	—	8	2	1	54.4	32.1	**5.9**
40. Provide equipment for necessary curriculum implementation	2	1	—	1	2	1	1	—	—	10.0	11.6	**3.7**

(c) frequent supervision of school activities and advise when necessary (d) greater interest in finding necessary resources for the school (e) inform parents about the childrens educational standard though the respective teachers This last factor is an important one and has not been identified as an equal priority either by pupils or by teachers. This indicates that perents have similar expectations of the school as the pupils. They expect fairplay from the Principal on disciplinary matters and also frequent consultations through the PTA on school problems.

10. The range of problem solutions identified by teachers is far greater that those identified either by parents or pupils. The teachers or instance have indicated a greater frequency in response in regard to the following factors when compared with the percentage frequency of responses of either parents: (a) act with special devotion for school development (b) provide leadership in all activities (c) cooperate with staff (d) delegate work according to capabilities (e) discuss and advise teachers (f) to be a good example (g) need for firm principals (h) honesty in money matters (i) function as a middle level manager (j) cooperate with residents of the area (k) be attentitive to human needs (l) obtain cooperation of community (m) design according curriculum to the environmental relevance (n) provide fe frequent supervision and advice (o) give equal recognition to staff (p) vigilence on teachers discipline (q) provide citizenship training through education (r) to have a good understanding about every teacher (s) obtain assistance and resources by holding exhibitions etc (t) encourage children in co-curricula activities (u) organise extra classes when syllabus is not fully covered (v) have a better library organisation for everybody's reference (w) orient teachers for in-service training (x) obtain assistance of parents to protect resources of the school and (y) act according to a systematic plan.

11. Comparative to the other two client groups responses received from pupils have a higher percentage frequency in regard to the following remedial action suggested: (a) solve problems and take justifiable decisions (b) take heed of pupils problems (c) pay attention to improving the sanitary condition of the school (d) formulate rules and regulations for pupil disciplinary control and implement when required (e) have a good understanding of every stock item & also each student (f) renovate physical resources of the school through shramadana campaigns (g) conduct seminars for pupils prepairing for public examinations and (h) provide the equipment necessary for curriculum implementation. The corresponding high percentage proposals made by parents are as follows: (a) interest in finding necessary resources for the school (b) take disciplinary steps according to prevailing rules after giving a warning in the first instance (c) to function as an independent observer (d) inform parents about the children's educutional standard through the respective teachers (e) develop a religious atmosphere in the school.

12. Proposed changes in organisational arrangements

The final question asked from the four client groups was in regard to changes proposed by them in the organisational arrangements with a view to achieving school objectives. Twenty one proposals for change have been made by the different clients. In respect to all client groups the priority ranking of changes proposed are as follows: (a) provision of necessary resources to every school by the department (b) delegate more powers to the Principal in matters pertaining to the school (c) to make available opportunities to impart education to suit the needs of the environment (d) provide every Principal with quarters close to the school (e) the department to pay greater attention to requests by teachers/principals. From these responses it is clear that a greater degree of resources is expected to be given by government for the development of schools. Policy makers should also note that a greater degree of delegation of power and authority is necessary for Principals specially in matters pertaining to the school.

Table 8

Changes proposed in the Organizational Arrangements for the attainment of objectives

Proposed Changes	Matara			Chilaw			Kegalle			PERCENTAGE		
	Tr.	Pup.	Par.	Tr.	Pup.	Par.	Tr.	Pup.	Par.	Teacher	Pupil	Parents
1. Granting power to Principal to act according to the circumstances without strictly adhering to Circular instructions	1	1	—	1	1	1	2	2	—	9.9	12.6	3.7
2. When teachers are transferred, to empower Principal to retain those teachers, according to the requirements of the school	5	—	—	3	—	—	4	—	—	29.9	—	—
3. Provision of necessary resources to every school by the Department	9	3	3	4	3	5	4	4	3	42.2	33.1	36.1
4. To delegate more powers to Principal in matters pertaining to the school	5	4	3	2	3	2	1	3	4	19 9	34 9	27.6
5. The department to pay more attention to requests by teachers/Principal	5	—	—	4	—	—	3	—	2	31 1	—	5.1
6 Empower Principal to carry on the work of the school disregarding outside pressure political or otherwise	3	—	—	4	—	—	3	—	1	26.6	—	2.5
7. Appointment of a clerical officer to every school where the number of pupils on role is high	2	1	1	1	1	—	5	1	—	18.8	10.2	3.3

8. To make available opportunities to impart education to suit the needs of the environment	4	1	2	2	—	2	1	1	—	17.7	6.5	14.0
9. To exempt the needy children from payment of Facilities Fees	2	1	1	1	2	1	1	1	—	9.9	13.9	7.0
10. Empower Principal to change school hours to suit the environment	2	1	—	2	1	—	1	1	—	13.3	10.2	—
11. Regular supervision of schools by d partment officials	2	—	—	1	—	—	4	--	1	16.6	—	2.5
12. To ensure that teachers transfers are effected on reasonable grounds	3	—	—	2	—	1	2	—	1	17.7	—	6.2
12. When promotions are given to act impartially	2	—	—	1	—	—	3	—	—	14.4	—	—
14. Provide every Principal with quarters close to the school	3	2	2	1	—	1	2	1	1	14.4	10.7	12.9
15. Principal should compulsorily stay at least one hour in school after normal working hours	2	—	1	1	—	1	—	—	2	7.7	—	12.1
16. To engage the services of officers of Health and Agriculture deparmtnets to educate children in these fields	4	2	1	—	—	—	3	1	1	15.5	10.7	5.8
17. Take steps to see that all institutions in the neighbourhood which are likely to demoralise children are evacuated	1	—	—	1	1	1	1	1	—	7.7	6.0	3.7
18. If there are any religion institutions in the neighbourhood of the school to allocate a period during which it would be possible to develop religious feelings of the children	1	—	—	2	—	—	1	—	—	11.0	—	—

19. Provide additional teachers to Grade III Schools where primary classes are conducted	2	—	1	1	—	—	1	—	—	9.9	—	—
20. To provide following facilities to every school												
1. Library facilities	1	1	—	1	1	—	—	1	—	5.5	10.2	—
2. Buddhist Shrine Room	1	1	1	—	1	1	—	—	—	2.2	7.8	7.0
3. Playground	3	1	1	—	1	1	—	—	—	6.6	7.8	7.0
21. To make attendance of parents at S. D. S. Meetings compulsory	1	1	—	2	—	—	1	1	—	11.0	6.5	—

The provision of quarters for Principals located close to the school is also expected to have several beneficial effects. The feeling of neglect or lack of attention by the department to requests made by teachers and principals may also require a more effective public relation drive at all levels. The change proposed by teachers are mainly as follows: (a) providing necessary resources to every school (b) greater attention to their requests (c) on occasions when teachers are transferred to empower the Principal to retain staff required by the school (d) permit principals to carry on the work of the school disregarding political and other pressures and (e) delegate more powers to the Principal on school matters. It is observed that teachers feel that the staffing required for the needs of the school should be considered before transfers are effected. The adverse effects of political and other pressures has also been noted by them. The responses of pupils reflect the following priorities: (a) more powers to be delegated to the principal on school metters (b) provision of necessary resources by the department to every school (c) exempt needy children from payment of facilities fees (d) grant power to the principal to act according to circumstances without strictly adhering to circular instructions (e) provide quarters to the principal close to the school. Pupils, unlike the teachers not only argued for a greater degree of authority to the Principal in matters pertaining to the school but also feel that circular instructions may be varied by them according to circumstances. The need for greater school resources from the government is stressed. The problems of needy children are also highlighted in their priorities.

13. The priorties of parents are as follows: (a) the provision of resources by the department to every school (b) the need to delegate more powers to the principal on school matters (c) to make available opportunities to impart education to have relevance to the needs of the environment (d) provide every principal with quarters close to the school and (f) the principal should compulsorily remain at least for one hour in the school after normal working hours. One factor highlighted by parents which have not been stated either by teachers or pupils is in regard to the availability of the principal after normal working hours. Parents fell that the relevance of education in the school in terms of environmental needs require change. The teachers have taken a similar view of this issue The access which parents expect to the principal is reflected in their proposal that he should be available for at least one hour in school after the normal working hours.

14. In comparision to parents and pupils, teachers have indicated a higher weightage to the following changes proposed: (a) retention of teachers according to requirements of school (b) provision of necessary resources by government to every school (c) more attention to their requests (d) empower principal to carry on the work of the school disregarding political and other pressures (e) appointment of a clerical officer in schools with high student enrolment (f) impart education to suit the needs of the environment, (g) empower principal to change school hours to suit the environment (h) regular supervision of schools by department officers (i) to ensure that transfers are effected on reasonable grounds (j) ensure that promotions are made impartially (k) provide every principal with quarters close to the school (l) promote health and

agriculture education (m) removal of institutions in the neighbourhood which has adverse effects on the school (n) stimulate religious education (o) provide additional teachers to primary schools (p) make attendance of parents at SDS meetings compulsory. The responses of pupils have indicated a higher ranking regard to the following changes proposed: (a) grant authority to principal to act according to circumstances despite circulars (b) delegate more powers to the principal (c) exempt the needy children from payment of facilities fees (d) provide facilities in regard to the library, buddhist shrine room and playground for every school. The only proposal for change advocated by parents having a higher ranking than those of teachers and pupils is the proposal that the principal should compulsarily stay at least one hour in school after normal working hours.

CHAPTER FIVE

CONTENT ANALYSIS OF COMPLAINTS

The aim of this analysis was to discover deficient areas of the educational system from the point of view of the clients (i.e. general public.) The sources of content were there fold.

(a) Petitions, grievances received by the Ministry, RDE Offices, C.E.C. Offices and Schools.

(b) News paper comments (letters to editors and articles on education).

(c) Oral submissions

2. Data was collected in three ways : (a) By post, (b) By visits (c) From Ministry Files

(a) By Post A letter was sent to four pilot districts (i. e. Kegalle, Chilaw, Trincomalee & Matara) on the following basis
R. D. E. Offices — 4 — C.E.O. Offices — 14
School Principals — 20

They were asked to send a report of the complaints they have recived with the following details : (a) By whom, (b) Against whom, (c) To whom, (d) The nature of the complaint
On this inquiry 27 have responded.

3. The complaint files of the following districts were studied. Anuradhapura, Matara, Trincomalee, Vavuniya, Colombo South, Kurunegala, Nikaweratiya, Gampaha, Chilaw and Minuwangoda. In some branches oaly schedules of complaints were available and most of them did not contain details of the complaints. Two visits were made to Kegalle district. One to the main office and other to four schools. (namely Kegalle M.V. Kegalle K.V. Mayurapada M.V. and Molagoda M.V.) Written documents were available only in the main office. All ihe Principals of the schools visited said that they have not received any written complaints. They explained to me same oral submissions made in the School Development Society meetings.

4. Few paper cuttings were obtained from the Ministry Press Office and the Ministry Library. The data collected by these methods could be classified in to 3 categories as follows ; (1) Complaints, (2) Grievances, and (3) Suggestions and Requests.

5. In his content analysis of media news Herbet J. Gans (1979) has identified two types of values : (1) Topical values (2) Enduring Values In his words "topical values are the opinions expressed about specific

actors or activities of the moment.....Enduring values, on the other hand are values which can be found in many different types of news stories over a long period of time". In the content analysis of complaints most are of a enduring type and there were few which are of the topical type. As what is most important are Enduring type complaints, this analysis emphasises this type of complaints. Manifest and latent meanings in content will also both be considered.

6. About 448 complaints have been analysed but an attempt was not made to establish the variety of those complaints, as the study was based on the assumption that complaints reflect the attitudes of the people who wrote them. As Gans (1979) puts it when a story reports that a politician has been charged with the corruption, it suggests, sotto voce, that corruption is bad and that politicians should be honest, Similarly when someone complaints rightly or wrongly that a certain teacher is an alcholic he is implying that teachers should be teetotallers. All the complaints were however analysed into 6 main groups, (taking into account their similarities). Complints related to:
   (1) Ethical Problems
   (2) Professional matters
   (3) Administrative deficiency
   (4) Financial malpractices
   (5) Grievances
   (6) Suggestions or requests

7. Some of the complaints fall into more than one category. For instance a financial malpractice could be an administrative deficiency also. At the same time it can be a ethical problem as well. To avoid complexity, the "manifest meaning" was considered in grouping them. Each of these group will be discussed in detail taking into account only the "enduring type" complainrs.

Statistical Profile

8. Statistics are given below on:
   (1) senders of petitions
   (2) to whom they have been sent
   (3) against whom they are sent

Senders of Petitions

9. From the Community:

Villagers	88
Parents	72
Group of parents	18
M. P.	03
Wife	03
Sister	01
Priest	01

From Organizations:

School Development Societies	31
Rural Development Societies	14
Political Organization	11
Old Boys' Associations	05
Gramodya Mandala	04
Religious Organizations	03
Trade Unions	01

From the Schools

Teachers 30

mostly regarding their personal difficulties arising out of transfers. There were complaints regarding harrasments by outsiders and by Principals.

Principals 24

They relate mostly to school requirements or problemetic teachers

Students 18

About suspension or sacking from schools, lack of facilities ar dearth of teachers.

Anonymous 53

10. The complaints were sent to :-

Top Management (SE, Addl/SE, R. D. EE, Ch. E. OO)	173
Political System (H. E. President; Hon. Prime Minister, Hon. Minister of Education. M Ps nearly 70% was sent to the Hon. Minister of Education)	151
Principals	41
Middle Management (C. E. OO)	14
Teachers	02

11. They were sent against :-

Principals	162
Teachers	135
Students	36
R. D. EE/Cn E. OO	22
C. E. OO	06
Others (A. Os. Clerks etc.)	20

12. It is significant that although most of the complaints are regarding schools and principals or staff, they were referred either to politicians or to top management. The Middle Managers like Cricuit Education

Officers who are closer to the school as well as to the public; rank fourth in the list. Does this mean that people do not consider him as a useful person to be consulted in educational or official metters or have they lost faith in him as an effective manager. In fact there were a few petitions which stated that the C. E .O. of the area (in some cases names were also given), should not be sent to investigate the complaints.

13. Another feature emerging from the data is the faith the general public place on politicians in these matters. Complaints have been sent to politicians even on trivial matters. For instance there were petitions sent to H. E. President complaining about an alcholic principal: or a teacher who conducts private tution classes for his students in the school etc. Does this mean that the public have lost confidance in official procedures or do they think that the officers are powerless in these matters? Although most of those petitions were sent directly to politicians, there were some which were sent to politicians after not receiving replies from officers in the department.

14. School Development Societies and Rural Development Societies rank high among the organizations which have sent petitions on schools & their management. Political organizations such as Branch Offices of political parties and Youth Leagues are showing interest in the educational activies of the area, But according to the complaints most school heads do not consider them as important outside linkages.

15. Ethical Problems — "Because of mis-conduct of the principal the products of this school who leave in future will be thugs, barbarians and hooligans....."

— "An indisciplined school head begets indisciplined students who become bad citizens".

The first extract is from a petition'. The second is from a letter to an editor of an English daily, The first one refers to a principal in a remote area school in the Eastern province. The petition was signed by 125 villagers and it is evident from the content of this hand written petition that they were not highly educated. The petition was sent directly to the Hon. Minister of Education with copies to H. E. President, Hon. Prime Minister and the Chief Baddhist Priest of the area. It indicates their serious view of the matter in question and also their expectation in regard to the morality of teachers and principals.

16. Of the six groups of complaints, ethical type problems alone account for one fourth of the total set. It is an indication of the high value people place on the moral behaviour of the personal in the teaching profession, as they expect the teachers to mould the character of their children in a responsible manner. According to the complaints the present system of recruitment and promotion also does not fulfill their expectations. Complaints made were of the following:

1. Indiscipline among students

2. Affairs between teachers and students

3. Bigamy or promiscuity.

In one case there was a complaint of prostitution against four teachers in a Eastern province region. The petitioner has used the word "prostitues to describe those teachers repeatedly in his petition. Ethical type complaints question why this type of people were appointed as teachers in the first place.

17. Second largest number of complaints focus on making use of the physical resources and equipment of schools for private purposes by the principals. Sometimes it is alleged they use mamoties and other implements to cultivate private lands without making these available for students for their educational purposes. Some parents have accused principals for making use of their chileren for private work during school hours there by jeoparadizing their education. These complaints (especially on immoral behaviour) negates the notion that parents are interested only in the academic success of their children. They still place high value on the moral upbringing of their children and they expect this to be done by the school.

18. Professional Matters — The second largest group of complainst fall into this category. Some of them overlap with other categories of complaints. However the most common complaint in this category is negligence of work on the part of assistant teachers. It is very often combined with late attendance, frequent absenteeism and private tution. Some parents state the negligence of teachers as a reason for the poor results of their children in public examinations. One parent sending a latter to the Hon. Minister of Education has threatened that if the principal and the staff are not removed from the school that they (meaning perents) will have to take the law into their hands (implying bodily harm to the staff). His complaint is that the Advanced Leavel syllabus has not been covered in that particular school and he fears that his child would not do well in the examination and as a result that his future will be ruined.

19. According to the data available, this problem of negligence is acute in remote areas especially in one teacher schools (in districts like Vavuniya). The attendance of the teachers is very poor in those schools. Most of the petitioners say that teaching was hardly done in those schools. A parent has complained that in one of those 'one teacher schools' not a single student could read or write properly. While complaining that nobody is interested in the education of their children, another has suggested at least once a year an inspection should be done by senior officers. The complaintes of this categary indicates the high expectations of parents with regard to the academic success of their children. The number of subjects passed in the public examinations is the criteria these parents use to measure the educational standard of a school.

20. Administration Problems Most of the complaints in this catogory are against principals. The complaints include poor personnel management; poor facilities management ; poor office managament and lack of supervision of teachers. The most common complaint is that principals are unable to control teachers so well as students. In those schools the attendence of teachers are not regular or they come and go whenever they want. From these complaints it is evident that the community around the school are aware of these events.

21. Due to lack of supervision, they argue, that the educational level of the schools has gone down. As evidence, some parents show the dropout rates or the doclining enrolment rate of certain schools. In no uncert in terms they attribute these situations to "inefficiency of the principals" in those schools. Most of them have requested the authorities to transfer the heads of those school. Some parents find fault with the facilities management of schools. For instance one parent has complained that the desk and the chair he provided for his child was not given to that particular child and that he was compelled to bring another set for his child. Likewise they complain about the poor condition of buildings or water service or laberatory facilities. Some students have complained that in spite of repeated requests they were not provided with librory facilities by the school. Another complaint was in regard to the poor administration. There were complaints from the public as well as from teachers that whenever they wanted a certificate or a report, the principal could not provide it due to the lack of records or its misplacement.

22. Financial Malpractices — This is another area most principals come under attack from the public. A high proportion of the complainsts relate to misappropiation of money. There were other instances of collection of money for genuine purposes but allegation of frauds were made. There were maney cases of not getting prior approval from the parents or the School Development Societies. There was a case of production of a very comprehensive report book for students and selling it for Rs. 5/-, but parents have criticised it implying that this sort of innovation, was not necessary. This reflects poor communication between the school and the parents.

23. Collection of money for school buildings is a common occurance in schools, but it is also the most criticised aspect regarding school funds. In one letter a parent expresses the general sentiments of the public with regard to building fund very clearly in these words "The Principals wants to achieve cheap popularity to say that she completed the building". The criticisms are very often not of collection money but of not accounting for the collected money. Quite naturally they expect a very clear report on collections and expenditure for every project which most principals (in one case a Regional Director of Education) do not seem to prepare.

24. Oral Submissions — According to the principals of schools visited, the oral submissions in the School Development Society meetings relate only to lack of facilities of schools or dearth of qualified teachers. When questioned as to whether the parents complain about students or teachers of their schools, they said that sometimes parents complain about quarrels among students or loss of articles. According to them the oral complaints with regard to teachers relate mostly to punishments given to students. Principals were reluctant to give facts against teachers, and this was evident from the reports collected by post also.

25. Grievances & Suggestions — "In an unpublished study a reseacher has found that men who submitted suggestions were the same ones who had been submitting grievances" (Gans, 1976). This is true with complaints also. Most of the potitions which are of the "enduring type relate to lack of facilities for their village schools or not having qualified teachers (in most cases science or maths. Trained teachers). There were some grievances from students as well as from parents about sacking students from schools (according to them unfairly). They requested for impartial inquiries on these matters. Whenever they made a complaint against principals or staff, they have suggested that they should be replaced by a new principal or a new staff.

26. Newspaper Comments — Letters to editors and articles on education were on the following topics :

1. Lack of facilities for schools.
2. Dearth of teachers,
3. Criticism of teacher recruitment,
4. Complaints on the appointment of examination supervisors,
5. Deterioration of student discipline,
6. Abolition of kindegarten,
7. Importance of teaching English,
8. Suggestion for new subjects,
9. Request for reintroduction of History to secondary level curriculum,
10. Grade V Scholarship examination, and
11. Racial harmony through the school.

Those topics could be grouped as follows

1. Complaints regarding lack of facilities
2. Complaints on disciplinary matters
3. Complaints on teacher recruitment
4. Curricular requirements

Group 1 to 3 has been analysed in the previous chapters

Curriculum requirements — The topics from 6 to 11 given above fall into this group. The abolition of L.K.G. the writer argues, is an impetus given to private pre-schools but a blow to the young children of the parents who cannot afford to send them to these montessories' Therefore he suggests the raintroduction of L. K. G. The impotant of English according to the writer is not a class privilege as in the past but a necessity. He says the need to learn English is to acquire it as an instrurument of lucrative and gainful employment especially abroad, is widely felt now than ever before. His other reason is that it helps to bring Tamils and Sinhalese togerher.

28. A student has suggested that sex education has to be introduced to Advanced Leval classes because subjects such as Zoology does not fulfil the need. Another writer has suggested population education be introduced to higher classes as then future citizens might get an idea of population explesion. Another writer has argued that History should be reintroduced to the secondary level curriculum, because it helps to inculate nationalist feelings in children. Another writer wants the reintroduction of subjects to make the students approciate their own culture as well as the cultures of the other nationalities.

29. Analysis From the few examples given above one could see the enduring value people place on formal education systems due to their socio-economic values and problems. Racial harmony falls in to 'topical' value in the Gan's typology', but the 'latent meaning' of their suggestion is based on the endering value they have in formal education. For instance they believe that teaching History has an attitudanal value or learning English has monotary benefits. A country which has a centralised type curriculum development system cannot respond to these demands in the short run. Therefore it becomes the responsibility of the schools, and their principals to respond to the educational needs of the community. For instance if there is a demand in the area for English or for commercial subjects or for agriculture, the Principal must be able to identify the need, to plan courses and to organise it with necessary resources and personnel for his students as well as for any other interested people in the community.

30. With the large number of ethical and other related type complaints we receive, it is clear that most of the problem creators are misfits to the profession as they do not have a moral involvement in it. Therefore, recruitment of teachers and promotion of Principals have to be done after an objective test which should ascertain their aptitude and suitability in this regard. To have some kind of check on the moral behaviour of the personnel in education, a code of ethics should be developed as in other professions. Enforcement is necessary as much as the codification. The new recruits to the profession should be oriented into it from the very beginning.

31. Periodical and methodical supervision from teacher level to higher managerial levels is extremely necessary, especially the Principals and the staff in schools in the remote areas. The managers, especially Principals will have to be trained to do supervision and to take remedial action whenever necessary. The Principals should be made aware of the necessity to work with the community and the organisations in it. They must be trained to explore the possibilities of making use of the resources (human and physical) available in the community to achieve the aims in education and to make available the resources of the school to the community.

32. Officer in charge of a circuit or zone should be able to identify the training needs of teachers as well as principals of the area with regard to teaching as well as management. And they should take remedial measures with the help of consultants such as School Management Advisors or other subject specialist in non-formal education, agriculture etc.

CHAPTER SIX

CONCLUSION

The different findings of various surveys embodied in this Report reflect the perception and view of a wide range of persons involved in the education process either directly or in lirectly. The profile of tasks that need to be discharged by educational personnel at regional, sub-regional and school levels reflect the concern of central policy planners. SLES officers who are not Principals have voiced their views of their jobs and problems faced by them. Similarly, Principals of schools have given expression to similar work problems etc in the survey conducted for them. The Role Set survey was also conducted in three selected districts of the country in order to obtain the role perceptions of Principals from three importan groups-parents, pupils, and teachers. Finally an analysis of the content of complaints in petitions, newspaper articles and through personal interviews were conducted to obtain the views of members of the public on school matters. All these persons are partners in the task of education and this Report for the first time embodies the perceptions of this wide range of participants who are either directly or indirectly involved in the education system and its processes.

02. It is clear that the views of different categories of persons in these services, cannot be congruent with each other. Further, it is necessary for an active dialogue to take place among different persons and agencies involved in order that a greater degree of mutual understanding of perceptions and needs could take place, In many instances the respondents to these surveys are voicing their "wants". Some of these "wants" may not be "needs". The process of sifting one from the other, needs to be skilfully done by policy planners, line managers and management trainers in order that appropriate remedial measures could be taken by each of them through instrumentalities with which they work. A collaborative programme of action is therefore necessary on a wide variety of fronts which are coordinated one with the other, at each level in the syetem of education administration. Any programme of improvement ultimately rests with the quality and capability of staff who plan and manage the system of education. Wide ranging deficiencies are evident in different aspects of the personnel system in education.

03. **SLES Personnel** — Over 52% of those in the SLES are over 50 years of age and 22% are over 55 years. Unless direct recruitment from the Universities to the SLES is made possible, and a more selective basis for granting extensions adopted, the present debilities of serving personnal cannot be considerably improved. Long years of stagnation in Classes 4

and 5 of the SLES has also created a lack of motivation in the middle management cadres of the Ministry. Nearly 28% of SLES staff have also no experience of service as general circuit CEOO. This means that their experience and skills in multi school planning and school supervision is of a limited nature. No men of the educational managers have any professional qualifications at a post graduate level in educational management. With the current emphasis on educational management in contrast to educational planning, this is a serious gap which needs to be rectified by large scale programmes of post graduate training both in this country and abroad. Around 22% of SLES staff have also not been trained at the Staff College, which reflects the limited coverage of the programmes conducted at that Institution. It is therefore clear that if the personnel profiles of SLES personnel are to be linked to professional performance in educational planning and management, a change in recruitment policies as well as the availability and relevance of management training be carefully evaluated.

04. Principals— In the case of Principals five serious problems are clearly revealed. Nearly 20% of Principals are not in the SLES, principals service or special grade posts. The continuation of personnel on an acting and performing basis without an adeduate level of substantive appointments is rather unsatisfactory. There is also a serious mis-match between the grade of principal concerned with the level of the school. For instance 40% of 1AB schools do not have principals with SLES appointments. A similar situation is evident in 1C category schools also. Nearly 15% of category 2 & 3 schools have principals who do not have substantive posts either in the principals service or with special posts. Unless this mis-match is rectified, no other programme of remedial action would yield optimum benefits. Similarly, nearly 44% of principals are over 50 years of age. A greater infusion of younger talent by careful methods of personnel selection will be required in the future. Also less-than 50% of principals had any experience in supervisory positions within schools. The organisation structures for supervision and coordination at the level of deputy/assistant principals, subject/grade coordinators etc needs to be more clearly evolved with the school system, in order that basic supervisory experience could be obtained by personnel before they are appointed as principals. It is equally revealing that 28% of principals had no training at all. The establishment of district Management Centres in the future should consciously expand the access to training not only to principals but other supervisory staff within achools

05. Tasks — The perception of tasks performed by Principals and SLES personnel and the priorities indicated by them are sometimes determined by what they would like others to believe rather than what the real situation is. This element of respondent bias must be kept in minds pecially asneither SLES staff nor Principals have indicated the actual time taken in their real life performance of each of the tasks mentioned by them. The lack of time planning by managers of their work at all levels in the education management system is a weakness that is clearly evident. Establishment and routine administrative functions on the one hand and educational administration functions on the other clearly take up a substantial proportion of the time of both the Principals and SLES supervisory staff. Supervision of schools

(both internal and external) therefore tend to be more administrative types of supervision. This imbalance needs to be corrected by training both internal and external supervisors of schools to focus more on facilitating and developing the development aspects of education itself. The management reforms Report has also emphasised this feature. The job profiles of all supervisors need to be redesignd with this emphasis in view and a system or management contracts implemented at all levels on this basis. Unless the evaluation of staff are based on specific individual management contracts which highlight adequate weightage in education development tasks with respect to each supervisor, any remedial programme will be less than succesful. Within schools the tasks performed by Principals indicate weak channels of delegation. Principals have yet to adequately delegate many administrative and financial functions now performed by them to Deputy/Assistant Principals. The role of subject coordinators for the functions of education development in larger schools as well as the emphasis of similar functions in the present duties performed by supervisors/sectional heads in other schools needs to be emphasised. Also team building with linked supervisory Management Groups in schools is a change proposed in the Management Reforms Report which has yet to be fully implemented. These are strategic reforms necessary at the school level which policy makers and line managers should provide priority in their planning and tmplementation systems.

06. One of the most important tasks which Principals of schools have to consciously keep in mind is to synthesise the different aims and expectations of the school by pupils, parents, teachers etc with the policy aims of the Ministry in to a viable mix of school objectives. Unless the expections of the different partners of the educational process is actively taken into account the relevance of the school as performing a felt need within its community will be damaged.

In order that this could be done an appropriate degree of flexibility should be given officially to each school. On the other hand due to centralized modes of educational planning and administration, it is felt that at present all schools should have the same type of aims and priorities in terms of Ministry policies and circular instructions. This is however a "formalistic" view of administration which is not empirically validated by these surveys. In actual fact it is clearly seen that the implicit aims of different schools are different. It is equally evident that teachers have a greater influence on the implicit formulation of the latent goals of the school. This should be kept in mind when arriving at a goal – consensus among the different partners to education in each school. This process may not be an easy one where the goals of different client groups clearly conflict with one and another or in instances of resource scarcity where priorities cannot be agree updon by the different client groups. However, an active dialogue should be promoted on the resolution of aims at the level of each school, and the mangement of conflict within such process would indeed constitute an important task which Principals have to perform in order to make the institutions they lead more effective and relevant to the communities they serve.

07. Task Environment – The perception of clients within the task environment as well as constraints therein, also needs to be considered. Most petitions and complaints had been sent against Principals and teachers. It is rather

clear that the structures and procedures for handling grievences on school cmatters requires considerable refinement. The immediate supervisors of schools are also not been relied on by parents, members of the community and others who have made these complaints. Political intervention is sought in a grater propotion of these complaints of misbeoaviour and unethical conduct constitute a substantial proportion of complaints received. The negligence of duty of head masters and teachers of remote schools has been highlighted. Complaints against Principals have also emphasised problems of poor supervision, misuse of school resources as well as financial mismanagement Line managers and supervisors need to take these deficiencies into account in their tasks of supervision. A professional code of conduct should be clearly formulated and actively implemented in order to minimise the poor image created by errant Principals and teachers.

08. Information of value both to Principals as well as their supervisors is available on the perception of roles and remedies proposed by teachers, pupils and parents,. It is the general expectation of these client groups that Principals of schools should highlight the following functions in their role behaviour: (a) moral development of pupils (b) effective supervision of teachers (c) to function as good admininstrators (d) to develop the aptitudes of pupils specially in co-curricula activities and (e) promote greater teacher-parent dialogue. The need for citizenship training is considered also as an important role function. The problems of the leadership style of Principals constitutes a notable impediment. The cooperation of parents, teachers and pupils need to be actively mobilized by the Principal in a conscious manner when discharging his functions. Others problems such as inadequate delegation to staff negative personal attitudes: private residence being too distant from the school: lack of personal knowledge and contact with teachers, students and parents are some of the task environment perceptions of the weakness of Principals. Remedial action suggested by these client groups (as follows) should also be taken into account by school supervisors in future: (a) clear and equitable formulation and implementation of rules for discipline (b) more frequent supervision of classroom work and rendering of advice to teachers (c) the need to discuss and involve the PTA more frequenly in solving school problems. (d) the need to delegate school work to appropriate staff (e) to perform school functions on a systematic planned basis and (f) to consciously set a better example to all others in the school. The importance of designing the school curriculum to suit environmental needs is also actively suggested even by the teachers· Parents on the other hand require more information from teachers on the performance of their children.

09. A serious impediment which has been highlighted is that Principals and teachers are not available after 1. 30 p. m. in order that parents, SDS members etc., could meet and discuss mutual problems with them. Some of the work in regard to school planning, curriculum re-design, having demonstration classes for teachers, holding remedial classes for weak students as well as having an active dialogue with parents and other partners in the educational process, cannot be done within the normal school hours meant for student. The work functions itemized above are essential for any dynamic, educational innovative institution. Failure in performing these functions in adequate measure, has

already resulted in the lack of vitality in a noticeble proportion of the school system. Policy makers should therefore take these factors into consideration in specifying duty hours for the principals and the teachers for compulsory duty after the normal student hours in the school. This should be included as a part of the package of salary reforms advocated by the Dayaratne Committee. The surveys have also highlighted that many teachers are not present at SDS meetings. This type of indifference requires positive remedial measures.

10. In conclusion, the findings of the different surveys, clearly warrant a concerted set of initiatives for reform to be set in motion. This needs the combined efforts of policy makers, top and middle managers, principals of schools, as well as selective courses of action with teachers and parents in particular. Management trainers launching isolated training projects will not have any meaningful impact on the problems and weaknesses in the education system. Many of the reforms proposed in the Management Reforms Report specially at school level still have to be actively implemented in the field. Equally the voices and the needs of the different partners in the education process cannot merely be heard without appropriate action flowing from what is wanted by them. The capability of any system to a large extent is measured by its envirommental relevance – this applies more so to the education system which in effect is managing a vital social process.